DOCUMENT RESUME

ED 315 857 EA 021 562

AUTHOR	Thomas, Terry, Ed.; And Others
TITLE	106 Programs/Ideas for Reducing Student Absenteeism and Dropouts. READ Resource Handbook for School Administrators, Volume XI.
INSTITUTION	Oakland County Schools, Pontiac, Mich.
PUB DATE	Apr 85
NOTE	98p.
AVAILABLE FROM	Publications, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054 ($10.00 prepaid).
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Failure; *Attendance; *Dropout Prevention; *Dropout Programs; *Dropouts; Foreign Countries; High School Equivalency Programs; High Schools; Out of School Youth; Suspension; Truancy; *Withdrawal (Education)
IDENTIFIERS	*Oakland Schools MI

ABSTRACT

This resource handbook was developed to provide constituent school district personnel with a variety of strategies for improving student attendance and for reducing the dropout rate. A significant number of studies completed during the last 5 years have identified attendance as the critical issue confronting school administrators. Further, recent statistical data emanating from the U.S. Department of Education, state departments of education, and local education agencies indicate that the number of pupils who are withdrawing prior to completing high school is also a critical issue. Chapter 1 of this handbook provides information about 106 programs/ideas that are being implemented throughout the United States and Canada and are having a positive effect on improving attendance or on reducing the dropout rate. The appendix contains the 1981-82 average daily attendance rates for 47 states; dropout statistics by race/ethnicity, socioeconomic status, community type, geographic area, and high school programs; a program information form; and a sample program information form. (KM)

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READ

Resource Handbook for School Administrators

VOLUME XI

106 PROGRAMS/IDEAS FOR REDUCING STUDENT ABSENTEEISM AND DROPOUTS

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Department of Pupil Personnel Services

OAKLAND SCHOOLS
2100 Pontiac Lake Road
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APRIL, 1985

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The cost per issue includes postage and handling charges. They are available from Janice Doolittle, Consultant, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, Michigan 48054; (313) 858-2098.

*No longer available

FOREWORD

Each year the Oakland Schools Department of Pupil Personnel Services publishes one or more issues of a resource handbook for constituent district personnel entitled: READ

READ is usually devoted to one or more topics that are suggested to us by constituent district administrators. In these issues we have included new or amended state or federal legislation, recent court decisions, Michigan General School Laws, Attorney General's Opinions, or research affecting the topic discussed. We attempt to examine the problem described and suggest different strategies and ideas obtained from school districts locally, statewide or nationally which appear to be successful.

This issue of READ is being published for the purpose of providing school personnel with a number of strategies for improving attendance and for reducing the dropout rate.

Chapter I provides information about programs that are being conducted throughout the United States and Canada that are having a positive effect for improving attendance or for reducing the dropout rate. The Appendix contains a variety of information you may find useful.

Please address all requests for detailed information about any program to the contact person identified at the end of each program.

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PREFACE

The purpose of this resource publication is to provide school personnel with a variety of strategies for improving student attendance and for reducing the dropout rate.

Many studies completed during the last five years, such as those published by the American Association of School Administrators and the National Association of Secondary School Principals, have identified attendance as the 'critical' issue confronting school administrators.

Recent statistical data emanating from the United States Department of Education, state departments of education and local educational agencies, indicates the number of pupils who are withdrawing from school prior to completing high school is also a 'critical' issue.

The International Association of Pupil Personnel Workers has expressed their concerns regarding both of these problems for several years. Betty Nyangoni, Immediate Past President of IAPPW, in the 1983 winter issue of their journal quotes, "school dropout rates are staggering."

The Oakland County, Michigan, Attendance/Dropout Task Force in 1983 decided to host in 1983 a national conference for the purpose of sharing and exchanging ideas/programs, related to school attendance and dropouts with school districts from throughout the United States and Canada.

Response to our requests for assistance from throughout the United States and Canada was tremendous. We had on display 157 programs from 37 states and Canada during our conference on April 27-28, 1983.

Many of the 1400 persons in attendance at this conference suggested we develop some type of publication for the sharing of these ideas.

This issue of 'READ' is our initial response to those requests. It is our first attempt in producing such a publication. We realize there are a considerable number of exciting and creative programs being conducted by school and community agency personnel which do not appear in this publication. We shall try to identify these in our second issue next year.

Please refer to page 87 if you have a program(s) that is having a positive impact for improving student attendance, reducing the dropout rate, or is helping to resolve school discipline problems, and you would like to share it with others. Those submitting programs will receive a free copy of the publication.

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1. TITLE OF PROGRAM/PROJECT

"Parental Fines and School Attendance"

TARGET AUDIENCE

Directed to truants, potential truants, their parents and school personnel.

DESCRIPTION

I. Introduction:
Truancy can often be the first signal of future juvenile and adult problems. Chronic truants frequently turn into school dropouts, illiterates and criminals, Past experience has proven that there is a direct relationship between the size of the fines levied on parents of truant children and whether or not the child can be controlled.

II. Procedure and Rationale:
Attendance cases were heard once a week in open court; parents and truants were advised of the Texas Compulsory Attendance Laws and the consequences of violation. Each family then appeared before the Judge and was given the opportunity to plead guilty or not guilty. The Judge fined each guilty parent $500 and collected $25. The additional $475 was prorated to be collected only if the child's irregular attendance continued. Each guilty family was placed under a "Court Order" for the next ninety (90) school days. During this time the student's attendance was closely monitored by the courts, the schools and the Attendance Department.

III. Results:
This program was initiated in March of 1982. Before court 49 students had been absent 66% of the time amounting to a total of 3,691 unexcused absences. After court these same students only missed 26 days and 19 of these absences were excused with parents contacting the schools. According to school reports these students also improved academically.

CONTACT PERSON

Roosevelt Miles, Houston Independent School District, Attendance Department, 1900 Kane Street, Houston, Texas 77007

2. TITLE OF PROGRAM/PROJECT

TAP-ONE (Truant Alternative Program - on Needs Early)

TARGET AUDIENCE

Elementary School Students:
All "chronic truants" as defined in Illinois School Code. (10 unexcused absences in 40 consecutive school days)

All "out of school youth" returned to school membership.

High School Students:
All freshmen who received TAP-ONE services in elementary school.

DESCRIPTION

TAP-ONE is a multi-site demonstration model funded by the State of Illinois and is designed to accurately diagnose causes of student truancy and develop positive responses to reduce truancy. The model emphasizes the utilization of school, home and community resources in diagnosis, planning and treatment leading chronic truants to successful school attendance.

An Attendance Improvement Manager (AIM) is assigned to each target school. The AIM prepares an individual diagnostic student profile for each TAP-ONE student. The profile includes the following components: 1) Student Identifying Information; 2) Student Attendance History and Interview Record; 3) Student Academic, Health, and Social History and Interview Record; 4) Home/Community History and Interview Record. The profile provides a basis for preliminary diagnosis by the AIM of the causes of truancy. After the preliminary diagnosis is completed, the student becomes an active program member and the AIM continously updates the preliminary diagnosis of the Individual Student File. During the "active" period of program membership, the student meets on a daily basis with the AIM for 1/2 hour small group conferences. The group guidance sessions are supplemented, on an "as needed" basis, by individual and family counseling sessions. Other individual services are home visits, telephone calls and interventions with elementary and high school teachers and administrators. Coordinative activities includes referral to appropriate school professionals and community agencies, stimulating high school orientation services for newly enrolled TAP-ONE students and helping parents act in ways most supportive to the regular successful school attendance of their children. At least once each month, the AIM conducts an Individual Life Plan (ILP) conference. At this conference the student, parent(s), teacher(s), revelant community representatives, and the AIM participate. The AIM recommends modification in the student's education plan, home activities, and social life in an effort to achieve a total "life" plan compatible with regular school attendance. Each participant provides input until a plan is negotiated that everyone understands and is committed to implementing. In summary, the AIM views direct and coordinative services supporting improved attendance of its clients as a five-way partnership involving: 1) the AIM and the TAP-ONE support system, 2) the school and school system support services, 3) community agencies, 4) the home, and 5) the student.

CONTACT PERSON

Janice Chmela, Attendance Improvement Manager, Bureau of School Attendance, 1819 West Pershing Road - 6 Floor Center, Chicago, ILL 60609.

3. TITLE OF PROGRAM/PROJECT

Automate Your Suspensions/Expulsions Records: Automate Your Student Dropout Records

TARGET AUDIENCE

State departments of education personnel. Local school administrators.

DESCRIPTION

In Louisiana, when a child drops out of school, a computer opscan form is completed by the school. The same procedure is used for a suspension and an expulsion. These forms are sent to the State Department of Education. The data is computed in different categories. The generated reports are sent to each school district and are used for correcting a trend or problem within a particular school.

CONTACT PERSON

Lukey Chiniche, State Supervisor, Child Welfare and Attendance, Louisiana Department of Education, P.O. Box 44064, Baton Rouge, LA 70804.

4. TITLE OF PROGRAM/PROJECT

Birmingham-Bloomfield Families in Action

TARGET AUDIENCE

This program is designed to help parents, school and community working together to educate our youth about the dangers of substance abuse.

DESCRIPTION

Develop school teams of administrators, teachers/counselors, parents and students to present educational programs, parenting seminars and informal discussion groups.

Create "Parent Support Groups" to promote interaction between parents and youth with informative programs and share their concerns. Exploring alternatives to activities involving alcohol and drugs.

Present informational programs to community groups so that young people receive consistent messages about alcohol and drug use. Work cooperatively with existing agencies in forming a coalition of supportive services for youth.

Encourage schools, police, courts and legislators to develop creative and effective disciplines in dealing with substance offfenders.

CONTACT PERSON

Mrs. Jean Minninger, P.O. Box 1088, Birmingham, Michigan 48012

5. **TITLE OF PROGRAM/PROJECT**

Law-Related Education K-12

TARGET AUDIENCE

This is a program designed for students who have been adjudicated to a delinquent institution. However, the program could be adopted for a non-deliquent population.

DESCRIPTION

L.R.E. is a systematic law studies curriculum that can provide students with an operative understanding of how our system of law and legal institutions function.

Students are involved in reasoning through realistic legal problems - ranging from situations of fairness in school to questions of equal justice under the law - and possible trouble to solutions to law-related issues.

Study of legal conflicts usually deal with the conflict created not between a good value and a bad value, but between a good value and a good value and how to resolve that conflict.

The goal of the program is to help educate adjudicated delinquents who will begin to examine value conflict in a manner that will lead them away from delinquent values and behavior.

Staff is trained in socratic inquiry and encouraged to select problems that students have experienced; and to have students examine alternative behaviors to their past problems, use new understanding of law and rights as a guide to alternative behaviors.

Current empirical evidence suggests that education which enables young people to understand and deal with our system lawfully will lead to a decline in apathy, anger and anti-social conduct.

CONTACT PERSON

Dr. Richard Wasung, Principal, Children's Village School, 1200 North Telegraph Road, Pontiac, Michigan 48054.

6. **TITLE OF PROGRAM/PROJECT**

Oakland County Health Division Services to the School-Age Child

TARGET AUDIENCE

All children K-12 in Oakland County Schools.

DESCRIPTION

A brief that a healthy child is a better student.

I-ELEMENTARY SCHOOLS: Public Health Nurses
- A) Nurses visit schools on weekly basis.
- B) Nurses participate in Health Education Projects.
  - 1) School Health Curriculum Project.
  - 2) Talks and laboratory experiences regarding systems of the body.
- C) Receive referrals from teachers and counselors regarding children in need of medical care and follow-up.
- D) Nurses participate in Human Sexuality Program.
- E) Nurses act as medical resource person in the schools.

II-SECONDARY SCHOOLS: Public Health Nurses
- A) Nurses act as liaison between schools, families and medical providers.
  - 1) Nurses counsel students in area of health care.
  - 2) Review referrals from students, teachers, counselors.
  - 3) Nurses participate in health education units as resource to teacher and speakers in classroom.
  - 4) Nurses are involved in developing program for special need students - Example: Pregnant Teens.

CONTACT PERSON

Evelyn Celland, Public Health Nurse, Oakland County Health Division, 27725 Greenfield Road, Southfield, Michigan 48076.

7. TITLE OF PROGRAM/PROJECT

Youth Assistance Programs of Oakland County

TARGET AUDIENCE

This is a prevention program designed for children who are pre-delinquent and range in age from birth up to seventeen years of age. Prevention efforts are also geared towards neglectful situations of children.

DESCRIPTION

There is a local Youth Assistance Program in each school district in Oakland County. A caseworker is assigned to each Program and provides counseling services to the clients/families that are referred to them. They also work with the volunteers in that particular Program developing and implementing prevention programs that will assist families in broadening their skills as parents which will lead to a reduction in deliquent/neglectful behavior.

Services are of a voluntary nature, the client is not a ward of the Juvenile Court and does not have a court record. Referrals come from parents, school, police, businesses, clergy, etc. Contact is made with the family 48 hours after receiving a referral. If a client requires services of a long term nature, then the caseworker makes the arrangements to refer them to an appropriate agency within the community which will provide these needed services to the family.

Some of the prevention programs put on by the local Youth Assistance Programs are camping, youth involvement, youth employment, PLUS (matching a child with a caring adult), Parent Education Workshops, recreational activities.

The Program is going into its thirty-first year of existence and there are approximately 1200 volunteers involved. Each local Program has a tri-sponsored basis: Probate Court-Juvenile Division, School District and the municipalities contained within that particular school district.

CONTACT PERSON

Mr. Robert Cross, Supervisor, Oakland County Youth Assistance, 1200 N. Telegraph Road, Pontiac, Michigan 48053.

8. TITLE OF PROGRAM/PROJECT

Team Approach of the Treatment of School Phobia

TARGET AUDIENCE

Adolescents exhibiting symptoms of the complex psychoneurosis commonly referred to as "School Phobia."

DESCRIPTION

The objective of this program is to return the school phobic child to school as soon as possible and to maintain a regular attendance pattern in the school resistant/phobic child by coordinating the service of the attendance officer, school psychologist, school nurse and resource room teacher.

RESPONSIBILITIES OF TEAM MEMBERS

Attendance Officer:

Receives initial referral re: student with excessive absences. Investigates through home visits and parent contacts. Makes initial diagnosis of school phobia, and immediately calls in the school psychologist for consultation. Keeps pressure on the family to cooperate with treatment plan by using threats of legal action against parent and/or child. Monitors child's attendance and keeps accurate records of actions taken by the treatment team.

Files necessary complaints with courts if deemed ultimately necessary.

School Psychologist:

Makes immediate assessment of each suspected case, and mobilizes team if school phobia is confirmed.
Works intensively with the family to help them understand the nature of the problem, and to secure their cooperation with the treatment plan.
Designs treatment plan using one or more of the following strategies:

1. "Shaping" the child into a pattern of regular school attendance. (Bringing the student into the building for short periods each day, and gradually increasing the time spent in school.)
2. Arranging for certification of the youngster as "Emotionally Impaired: with Resource Room services being offered.
3. Referring the family for therapy with outside agency or therapist.
4. Devising other strategies geared to the individual case.
5. Referring the child for inpatient psychiatric hospitalization if above methods do not work, or do not appear feasible.

School Nurse:

Assists attendance officer with initial investigation when physical illness is alleged to be the reason for the excessive absences.
Provides assurance for the family that in the event the child becomes ill in school, the nurse will be there to assist (i.e., by allowing the child to rest briefly in the clinic as opposed to going home "ill.")

Resource Room Teacher:

Provides the phobic student with a "safe haven" (resource room) at school.
Ideally the child should be assigned to a Resource Room for the first class period of the day. It may be necessary initially for the student to remain in this room all day before being gradually mainstreamed into a normal routine.
Works with the school psychologist in modifying the treatment plan as needed.
Interprets treatment plan to other staff members involved with the student.
Builds bridges between school and home, becoming the primary contact person for the parents.

CONTACT PERSON

Shirley Waters, Attendance Officer, Plymouth-Canton Schools, Division of Pupil Personnel Services, 1024 South Mill Street, Plymouth, Michigan 48170.

9. TITLE OF PROGRAM/PROJECT

Project Pal

TARGET AUDIENCE

Grades K-12

DESCRIPTION

Project Pal is a volunteer caring program. Faculty members volunteer to accept one or more students as a pal or special friend. The teacher attempts to get to know and establish rapport with their Pals. The teacher shows a special interest in the student whenever they meet in the halls, playground, lunchroom, or at special times set aside. The teacher takes time to listen, share, and show concern for the individual student's worth. The teacher is available to the student on a crisis intervention basis to assist in working through problems as they arise.

Students may be referred by teachers, administrators, parents, outside agencies or themselves. By having an identifiable advisor within the school system, the student may find the one source that he/she desperately needs to help in becoming all that he/she is capable of becoming.

CONTACT PERSON

Katherine M. Crenshaw, P.O. Box 129, New Castle, KY 40050.

10. TITLE OF PROGRAM/PROJECT

Jefferson County School Attendance Improvement Method (AIM)

TARGET AUDIENCE

Program is designed to encourage all students to be in regular attendance in school.

DESCRIPTION

Regular school attendance is essential to educational progress. Absenteeism can lower a school system's academic standards, frustrate teachers and students, and transmit a poor impression of the school system to the community.

For the past three years the Division of Pupil Personnel of Jefferson County Kentucky Schools has been implementing an attendance improvement program designed to:
- improve student attendance
- reduce student drop-outs
- increase community involvement
- provide more effective communication between home and school

The program (or method) is composed of several components:

- Public Relations
- Student Incentives
- School Competition and Recognition
- School Call-back System
- Truancy Intervention Program

A brief description of each component follows:

1. Public Relations

   A theme for the program was developed. That theme "Being There Everyday Makes It All Happen" was incorporated into a series of public service announcements which were aired on all local radio and television stations. Naegle Advertising Agency provided outdoor advertising signs on major thoroughfares which utilized the theme to stress the importance of regular attendance. School system personnel appeared on local radio and television to explain the program and to solicit support. Contact was made with fast food restaurants, the University of Louisville, the Louisville Redbirds and a variety of other businesses and community groups to solicit their participation and support.

2. Student Incentives

   Students who achieve outstanding attendance for specified periods of time have received a variety of individual rewards such as free food coupons, tickets to athletic events, skating passes admission to amusement parks, etc. These incentives have been provided at no expense to the school system by the business community. Computer print-outs are provided local schools listing the eligible students and providing the correct amount of coupons, tickets, etc.

3. School Competition and Recognition

   Criteria was developed for a school competition to determine the schools with the most outstanding attendance program. Several local Optimist Clubs have provided the trophies for an annual award. Schools keep the trophies for a year and then pass it along to the winning school for the next year. Competition categories for elementary, middle, high school and special school programs were created and trophies presented at a regular Jefferson County Board of Education meeting. In addition, Super School certificates are presented to schools who achieve dramatic improvement. Certificates and letters of commendation are also issued for outstanding efforts to improve attendance.

4. Call Back System

   All schools in the district are required to develop a means of contacting all students daily. Parents are encouraged to call school when the child is absent with the admonition that if you do not call us we will call you. Pupil Personnel workers work closely with schools to follow up unexplained absences. Local schools are asked to keep a daily log of all calls received

and/or made.

5. Truancy Intervention Program

All police districts have agreed to pick up school age children who are roaming the streets during school hours. A report is filled out and the student may be taken to school or home. Pupil Personnel workers check with police districts on a regular basis to collect information obtained on truant students. They follow up each referral with the proper school. Pupil Personnel will keep a log of all such referrals.

RESULTS

Student attendance has improved 3.2% during the three years the program has been operational. In the 4 years prior to AIM student attendance improved only 0.4%. Regular attendance in class and at school has become a top priority of the school district. Achievement test scores have improved significantly. From an economical standpoint the school system has received more funds from the state which is based on average daily attendance.

The Call-Back system and the Truancy Intervention programs have encouraged accountability on the part of the parent/guardian and responsibility on the part of the student to account for absences. In addition, these programs have also been cited as being a significant deterrent to child abuse, runaways, and child pornography.

Only in the area of drop-out prevention and reduction has AIM failed to make improvement in all three years. This past year the percentage of drop-outs was reduced from 8.8% to 7.7%. While this was encouraging, plans are being formulated to focus a more concentrated effort on this problem. Criteria for the Best Attendance Program trophies will be expanded to require a statement of what effort is being made to control the dropout problem at the individual school.

CONTACT PERSON

Mr. James O. Gatewood, Assistant Director of Attendance and Student Relations, Jefferson County Board of Education, 3332 Newburg Road, Louisville, Kentucky 40218.

11. TITLE OF PROGRAM/PROJECT

Forms and Procedures Used in Attendance to Work With Student and Family

TARGET AUDIENCE

Students having problems attending school.

DESCRIPTION

A. This program is designed to assist students to stay in school by working with them to prevent dropping out, class cuts and truancy.

B. Students are referred to the district attendance teacher by the attendance assistants, assistant principal, principal and guidance counselors.

C. Youngsters and parents are contacted by mail, home visits, evening calls and meetings are set up to determine which course of action to take to assist the student i.e., change of schedule, outside counseling, referral to superintendent, school psychologist, socialworker, administrator, a clinic, guidance counselor, etc.

D. Follow-up is done continuously and possible court referral may be necessary.

CONTACT PERSON

Robert J. Svoboda, District Attendance Teacher, Swanhaha Central School District, 700 Hempstead T'pke, Elmont, NY 11003.

12. TITLE OF PROGRAM/PROJECT

Comprehensive Attendance Program

TARGET AUDIENCE

Kindergarten through grade twelve.

DESCRIPTION

This program is designed to encourage each student to complete 12 years of school. Dropout prevention begins with the proper development of positive attitudes toward school, therefore, our program begins by enforcing compulsory attendance. The Juvenile Court, Department of Pensions and Security, and other agencies work closely in promoting and affecting attendance.

Once a student becomes a school leaver, he/she is referred to our adult education department for follow-up. The leaver is encouraged to return to the regular school program and if this fails, he/she is encouraged to enroll in the adult education program. Those who enroll in adult education do so with a goal of completing the G.E.D. test.

Results of this program have been most positive.

CONTACT PERSON

Wayne G. Wallace, Attendance Supervisor, Tuscaloosa County Board of Education, P.O. Box 2568, Tuscaloosa, AL 35403.

13. TITLE OF PROGRAM/PROJECT

Truancy Center Program

TARGET AUDIENCE

The primary focus is on students within the compulsory school attendance age (7-15)

DESCRIPTION

Students who are found on the street or in public places during school hours are questioned by police officers and transported to the Truancy Centers for processing if found to have no legitimate reasons for their absences from school. Parents are informed that their children have been brought to a center and will be returned to school. The type of counseling provided to the student and parent is contingent on the student's school status regarding attendance, adjustment and/or achievement.

Follow-up services are provided on a periodic basis and additional counseling and/or referral to internal and external resources is made. When all efforts to have the student attend school regularly are unsuccessful, referral to Juvenile or Municipal court is made. Following court intervention, the student's attendance is monitored and, when necessary, the student is referred back to court.

The Truancy Program is evaluated on an annual basis.

CONTACT PERSON

Dr. Sara L. Foulks, Director, Department of School Social Work, New Orleans Public Schools, 4100 Touro Street, New Orleans, LA 70122; Mrs. Marie P. Langie, Admin. Team Leader, Truancy Center Program, New Orleans Public Schools, 1932 Touro Street, New Orleans, LA 70116.

14. TITLE OF PROGRAM/PROJECT

Attendance Incentive - A Reward System for Perfect Attendance

TARGET AUDIENCE

All Grade Levels

DESCRIPTION

The following reward system was developed at Northern Potter High School.

1. One semester perfect attendance entitles the student to a free pass to all school events for the following semester. These will be issued by the office and signed by the principal.

2. A full year of perfect attendance exempts the student from final exams for that year.

3. At graduation, students will be presented with a certificate of perfect attendance for each year of perfect attendance.

In most instances, the success of a program is determined in the implementation stage of the program. This attendance reward system resulted in 78% of the student body having perfect attendance - no days absent for any reason and with no exceptions. When exceptions are part of a program, then judgments have to be made, and then where do you "draw the line?" I make a point of this because it is critical that students perceive the whole notion as fair and attainable. As long as school was in session and providing a full program, students were required to attend. (This answered the snow day questions.) Bussing is part of the program offered by the school. If the bus didn't arrive, the student isn't held accountable.

I would suggest observing the following guidelines:

1. Make no exceptions to perfect attendance regardless of cause.
2. Consider school sponsored activities as students being in attendance, i.e., field trips, college visitations, etc.
3. Insist on mid-term examinations so that students still have the experience of a "final exam."
4. Establish the time of arrival in the morning that the morning session is half gone, so that the issue of truancy isn't confused with absenteeism. If over half of the morning session is not attended, the student is absent half a day.
5. Establish the time in the afternoon when the major time portion of the p.m. session is completed. This accommodates early dismissals for appointments, etc., and still has the student in session for the major portion of the afternoon.

Our purpose in issuing student passes to all school affairs following a semester of perfect attendance was to encourage students to work for perfect attendance even though they missed one or two days in the year. They don't need to wait a whole year to try again. This is a goal to work on each semester. Naturally, they are only exempt from final exams for yearly perfect attendance, but free passes to school events is based on semester attendance and doesn't destroy the initiative to try for perfect attendance. We used these guidelines in implementing the free student passes:

1. Observe same time frame established for late arrivals in the early dismissal time frame in the p.m. session to determine whether a half day was missed.

2. Print passes in limited quantities.

3. Unsigned passes are counted and kept in the principal's desk.

4. After attendance officers identify students with perfect attendance, the principal distributes exact number of

passes to secretaries for typing students' names on passes.

5. Passes are not valid until the principal signs the pass. We did not use a signature "stamp."

6. Alert "ticket takers" at school functions to free student pass policy.

The student pass policy applied to school sponsored affairs held at the home school. This avoided the problem of enlisting the cooperation of other schools in the case of interscholastic sports.

CONTACT PERSON

Shirley D. Ball, Ph.D., Assistant Superintendent, Spring-Ford Area School District, 199 Bechtel Road, Collegeville, PA 19426.

15. TITLE OF PROGRAM/PROJECT

Socio-Guidramas

TARGET AUDIENCE

Teachers - Parents - Students - All Grade Levels - Attendance Workers - Counselors - School Administrators - Community Agency Personnel

DESCRIPTION

The Socio-Guidrama is a playlet which describes or introduces a specific problem or situation. Persons playing the various roles in the Socio-Guidrama are selected from the audience and provided with the script. There is no need to rehearse any of the dialogue.
The purpose of a Socio-Guidrama is to stimulate wholesome, intelligent discussions under competent leadership. They attempt to lead the audience toward a better understanding of the problem and to aid them in resolving the problem.
The play is presented - the problem or situation becomes defined - the audience with the assistance of the leader responds and interaction - communication begins and everyone should benefit from the discussion.
Direct questions from the leader may be necessary at the beginning of the discussion to initiate response from the audience. Leading questions from the leader during the discussion, however, should be designed for purposes of gaining additional participation; for changing the direction of the discussion when the audience has explored one point of view sufficiently or when the teacher feels the need for a change of pace.
Socio-Guidramas have been used with children, ages 11-17, in the Family Counseling Workshop by the Oakland County Friend of the Court. It is used by the court as a vehicle which pemits children to express their feelings and thoughts about the impact that their parents' divorce has had on them, and it fosters an understanding of their experiences as their family moves throught the divorce process and into post-divorce adjustment.
They are also used by school districts with children about such topics on improving attendance, informing about child abuse and neglect. They can

be developed for any subject. Many school districts use them for in-service for teachers and for parents at PTA's.

CONTACT PERSON

Lorraine Osthaus, Family Counselor, Friend of the Court, 1200 North Telegraph, Pontiac, MI 48053.

16. **TITLE OF PROGRAM/PROJECT**

105 Persons Exchanging Views on the Causes and Cures of Student Absenteeism/Dropouts

TARGET AUDIENCE

Anyone interested in student absenteeism and dropouts

DESCRIPTION

This publication lists the comments expressed by 105 community agency and school personnel at meetings held for the purpose of sharing views regarding the critical issues of school absenteeism and dropouts.

The comments are listed as they apply to the following. What they said about:

School Administrators
School Counselors
School Attendance Policies
Parents
Teenage Parents
Health
Community Agencies
School Teachers
Vocational Schools
School Curriculum
Students
Judicial System
Substance Abuse
Adult Education

CONTACT PERSON

Terry Thomas, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054

17. **TITLE OF PROGRAM/PROJECT**

All About Student Attendance Legal Aspects - Policy - Procedures - Current Practices

TARGET GROUP

School Administrators - Attendance Workers - All Grade Levels

DESCRIPTION

Many studies completed during the last five years, such as those published by the American Association of School Administrators, The National Association of Secondary School Principals, and the

International Association of Pupil Personnel Workers, have identified attendance as a 'critical' issue confronting school personnel.

This 119 page document was published in response to a number of requests from constituent district administrators and attendance personnel for information regarding: the legal aspects of student attendance, guidelines for drafting an attendance policy, causes of student absenteeism, statistical data on absences, procedures for referring truants to juvenile court, retention of attendance records, computation formula for determining average daily attendance, a school district attendance team, and attendance officer's responsibilities.

We have responded to all of these requests in this publication. The loss of human potential and the financial costs to society are too great for student absenteeism to be ignored. This publication, therefore, includes information concerning dropouts and procedures for determining the annual dropout rate and a four year dropout rate as well as a variety of statistical data. The general school laws are directed to the State of Michigan; however, the total document will be of assistance to attendance workers and school administrators throughout the United States and Canada.

CONTACT PERSON

Terry Thomas, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054.

18. **TITLE OF PROGRAM/PROJECT**

Attendance Incentive

TARGET AUDIENCE

Pre-School - 12th

DESCRIPTION

The purpose of this program is to improve the students' daily attendance and to make the parents more aware of the importance of regular attendance and enlist their help in our efforts in this area. This program was designed with both short-term goals to reward students for efforts each week and long-term goals to work toward.

Daily: Check made on daily absentee list, contact made with parent as to reason for absence. For those we are unable to reach by phone or messenger, personal contact is usually made on the second day of absence.

Weekly: Each student's name is listed on a hall chart. The chart is divided such that each week in the school year has a space. At the end of each week some sort of record (shaded in box, sticker, etc.) is indicated for every student who has perfect attendance that week. This way a running record for each child's attendance is constantly visible (creates competition and pride).

Quarterly: At the end of each quarter we have a "Fun Afternoon." This consists of an awards presentation during which students are presented certificates for perfect attendance and honor roll. Each student is also given a certificate entitling him to a free can of pop or bag of popcorn. The awards presentation is followed by a movie, during which concessions (pop and popcorn) are sold.

Semesterly: Each student who maintains perfect attendance for the semester is presented a Walter Northway Book Bag and treated to a free hamburger at the local cafe over lunch hour.

Yearly: At our awards ceremony at the end of each year, every student who has perfect attendance tnat year is presented with a medal (Perfect Attendance - Year). Also each student's name is engraved on a plaque for that year and permanently displayed on the wall in the hallway.

We believe this program has helped contribute to the dramatic improvement in attendance the past 3/4 years. The absentee rate for the second quarter of 1977 was 25% - the absentee rate for the first quarter of this year (1981) was five percent.

CONTACT PERSON

Jeanne Spitler, Counselor, Walter Northway School, Northway, Alaska 99764.

19. TITLE OF PROGRAM/PROJECT

Telsol Automatic Phone Robot-Newest Innovation in Communicating With Parents

TARGET AUDIENCE

This is a program to notify the parents about truancy, absence, tardiness, etc., as quickly as possible.

DESCRIPTION

With our Telsol, you make your messages on endless tapes regarding absence, tardiness, school closings, report cards, follow-up on innoculations, surveys, PTA/PTO meetings, wake-up calls and can take a response or not, depending on your needs and desires. A person can enter some 450 phone numbers into the Tel sol's memory and the Telsol will make all the calls automatically. If the phone is busy or no answer, the phone number stays in the memory and tries again after all the first attempts are completed and again a third time.

Schools using our Telsol have shown either 6, 8 or 10% increases in attendance.

CONTACT PERSON

William F. Fenton, National Director Sales/Marketing, Digital Products Corp., 55 Wooden Bridge Road, Holland, PA 18966.

20. TITLE OF PROGRAM/PROJECT

Ready Rider, a school bus approach notification system.

TARGET AUDIENCE

Students that ride the school bus, particularly handicap and special education students.

DESCRIPTION

A Ready Rider transmitter is installed in the school bus. It transmits a coded signal as the bus is enroute to the children's home. A Ready Rider receiver is placed in the home and pre-set to identify only the code transmitted from the bus serving that home. Ready Rider can be adjusted to beep and flash when the bus is between 500 feet to 4 miles, depending on the terrain. The home user may set it for the exact amount of time they'll need to get the children to the bus stop on time. They will know almost to the second when the bus will arrive.

KEEP YOUR CHILDREN SAFE WITH A LITTLE SOUND.

The children will be safe in the comfort of their home with Ready Rider. No standing near busy streets or outside in bad weather conditions waiting for the bus. Just listen for the beeping sound and the kids can arrive safely at the bus stop right on time. A safe and sound promise from Ready Rider.

CONTACT PERSON

Michael K. Bishop, President, R. Dean Hall, Executive Vice President, Suite 800, One Summit Square, Fort Wayne, Indiana, 46802.

21. TITLE OF PROGRAM/PROJECT

Helping Hands Parent Volunteer

TARGET AUDIENCE

K-12

DESCRIPTION

(1) To help individual students attain a better self-image by being able to achieve academically.

(2) To free teachers for more instruction time with basic skills or special problems of students.

(3) To help parents be more able to help their own children at home.

(4) To help parents better understand our school system and its needs.

(5) To increase community awareness of the total school program.

Areas of help are limited only by the imagination of the people working together.

CONTACT PERSON

Claire Boone, Westside School Caldwell County, 201 Short Street, Princeton, KY 42445.

22. TITLE OF PROGRAM/PROJECT

Hart County Tutorial Program

TARGET AUDIENCE

K-12 students in need.

DESCRIPTION

At Hart County High School, tutoring is provided four afternoons per week for 90 minutes in the four academic areas. Any student can remain after school and receive free of charge tutoring services by a paid teacher in the particular field in which the tutoring is being held for that day.

At the five elementary schools tutoring is held twice weekly for 90 minutes.

Areas for tutoring at the elementary leel are reading and math. Again, a paid teacher is on hand for the tutoring of students. Any student can remain for tutoring.

Secondary students who exhibit dropout tendencies due to poor academic performance are counseled and are encouraged to participate in the tutorial program.

This program is strictly voluntary on the part of students and is never used as a means of discipline.

CONTACT PERSON

Wayland Johnston, Assistant Principal, Hart County High School, Munfordville, KY 42765.

23. TITLE OF PROGRAM/PROJECT

Tough Love

TARGET AUDIENCE

Parents of children with behavior drug or drinking, etc., problems.

DESCRIPTION

This is a self-help program using the principles published by David and Phyllis York in their book "TOUGHLOVE." Local groups are already in existence throughout the greater Detroit area and throughout the country and indeed the world.

Each group meets weekly and using the guidelines provided in the York book parents work with each other to achieve changes in their children's behavior. One of the basic principles is setting a "bottom line" a limit to behaviors beyond which they become unacceptable, and a consequence for when this "bottom line" is breached. Kids should learn to be responsible for their actions and learn to take the consequences of their unacceptable behavior. Toughlove Groups also work through "Community Resource" groups and agencies to find help for their children.

CONTACT PERSON

Farmington Group: Maria Schneider, 28301 Skye Dr., S., Farmington Hills, MI 48018

24. TITLE OF PROGRAM/PROJECT

School Youth Advocacy Program

TARGET AUDIENCE

Students who are suspended from school many times, students with a number of office referrals, students who dropout of school and students with a low self-concept.

DESCRIPTION

School Youth Advocacy is a school based deliquency prevention program. The program started in 1973 with a planning grant from the Department of Education and Department of Social Services. The program was in the planning stage for one year. The planning team was made up of students, teachers, parents, counselors, principals, and a superintendent of schools.

The program is currently implemented in 31 school districts serving over 5,000 youth.

CONTACT PERSON

Gwen McIntosh, Project Director, Office of Children & Youth Services-Deliquency Services, 300 S. Capitol Ave., Lansing, MI 48909.

25. TITLE OF PROGRAM/PROJECT

Automated Eric Serach - Get Your National Attendance and Dropout Research in Minutes.

TARGET AUDIENCE

Professional educators.

DESCRIPTION

Many programs now in existence can be adopted or adapted by educators who are battling the dropout problem. A carefully structured search of the literature can help to find those programs. We offer search service and have extensive experience developing computerized literature searches to find information. So, also, do many other facilities around the country. A letter or call to us can get for you either a search (if that's what you prefer) or a referral to a search service near you (if that's more suited to your needs).

CONTACT PERSON

Dr. Robert Kramp, Reference Services Librarian, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054.

26. TITLE OF PROGRAM/PROJECT

Waterford Youth Assistance

TARGET AUDIENCE

Children and parents

DESCRIPTION

1. DESIGN
   A. This total program is set up to prevent deliquency and neglect through the work of volunteers involved in community action such as parent education (W.E.P.P.) Waterford Early Prevention Program - (P.R.E.P.) Parent Readiness Education Project - (S.T.E.P.) Systematic Training for Effective Parenting - and early referral of elementary students on school truancy.

   B. Patricular action areas are run through committees composed entirely of volunteers. The rwo paid case workers serve as advisors to the committees and also provide counseling services of a secondary prevention nature.

II. REFERRAL

A. Parents attending parent education classes are self-referred. The three programs (W.E.P.P., P.R.E.P., and S.T.E.P.) address parenting at three levels: newborn, pre-schooler, and school age.

B. Early Referral program involves intervention of the case-workers with the parents of truanting elementary aged children in order to prevent a truancy pattern from developing. These parents are referred by school administration.

CONTACT PERSON

Jeanette Morrison, President, Julie Buffmyer and Ruth Jordan, Caseworkers, Waterford Youth Assistance, 2690 Wewoka, Pontiac, MI 48054.

27. **TITLE OF PROGRAM/PROJECT**

"School Dropouts: A Lingering Phenomenon"

TARGET AUDIENCE

School professionals, policy makers and others interested in reading about various approaches that have been successful in addressing the problems of dropouts and school attendance.

DESCRIPTION

This was completed as a research project funded by the CIC Institute for faculty members of historically black institutions of higher education. Most of the research was done in the Indiana University Library. It describes ten dropout programs from LeConner, Washington to Ossining, New York. It also includes a useful program profile for a model school dropout program as well as a set of characteristics which research suggests as those found in a "dropout profile."

CONTACT PERSON

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, Room 908, 415-12th Street, N.W., Washington D.C. 20004 or Social Science Dept., Howard University, Locke Hall, Room 100, Washington, D.C. 20059.

28. TITLE OF PROGRAM/PROJECT

The Journal, International Association of Pupil Personnel Workers, Index of Volumes XV-XXXV, 1970-1981.

TARGET AUDIENCE

Researchers, bibliographers, teachers, administrators, and others interested in articles which have appeared in the Journal of the International Association of Pupil Personnel Workers from 1970-1981.

DESCRIPTION

Many of the articles which appeared in the Journal from 1970-1981, are related to school attendance, truancy and dropouts. These are indexed, by author and subject.

CONTACT PERSON

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, Room 908, Washington, D.C. 20004, or Social Science Dept., Howard University, Room 100, Locke Hall, Washington, D. C. 20059.

29. TITLE OF PROGRAM/PROJECT

A Selected Bibliography on School Dropouts

TARGET AUDIENCE

Attendance officers, administrators, school board members, teachers and researchers, as well as others interested in the issue of school dropouts.

DESCRIPTION

This is a carefully selected group of books, articles and other publications related to the broad issue of dropouts. It particularly includes descriptions of promising and proven programs for school dropouts.

CONTACT PERSON

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, 415 12th Street, N.W., Washington, D.C. 20004, or Social Science Dept., Howard University, Room 100, Locke Hall, Washington, D.C., 20059.

30. TITLE OF PROGRAM/PROJECT

"The Media IS The Message"

TARGET AUDIENCE

Teachers, attendance personnel, administrators, educational policy makers and others interested in creative use of the media in relation to addressing school/community problems.

DESCRIPTION

Creative use of both the print and electronic media is the overriding theme of this piece in regards to improving school attendance. Helpful suggestions in terms of both the media and the message are included.

CONTACT PERSON

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, 415 12th Street, N.W., Washington, D.C. 20004, or Howard University, Social Science Dept., Room 100, Locke Hall, Washington, D.C., 30059.

31. TITLE OF PROGRAM/PROJECT

Monitoring and Evaluation, a Checklist for Attendance

TARGET AUDIENCE

Superintendents, principals, attendance administrators (state and central) and attendance officers.

DESCRIPTION

This is a three page checklist which can be useful in monitoring and evaluating needed components of an attendance service delivery program.

CONTACT PERSON

Mrs. Doris H. Sanders, Director, School Attendance, Work Permits and Census Branch, 415 12th Street, N.W., Washington, D.C. 20004.

32. TITLE OF PROGRAM/PROJECT

Richmond Truancy Prevention Program Plan

TARGET AUDIENCE

The program is geared to all children from age six through sixteen inclusive, from kindergarten through grade twelve living within the city limits.

DESCRIPTION

The program's success depends upon the cooperation and active participation of agencies and institutions in the community. The major participants are: The Home, The Richmond Public Schools, The Bureau of Police, The Juvenile Court, The Commonwealth Attorney's Office, Local Businesses and Merchants, and The General Community. Participants have specific roles and responsibilities in relation to the operation of the program. The Home shall provide the basic needs of the child, including access to an education, whether public or private. The Richmond Police Department shall cooperate with other participating agencies to facilitate school attendance. The Juvenile Court shall be petitioned when the school and parent have exhausted all resources available to them without success. The Commonwealth Attorney's Office shall be available to prosecute those cases in which the parent is charged with violation of the compulsory school attendance law. The Community shall be the chief enforcer of the school attendance law. All community agencies/institutions, local businesses, and merchants as well as friends and neighbors stand to gain considerably from cooperating with the program.

Truants or suspected truants on the streets or elsewhere in the community will be approached by a police officer. The subsequent action shall be as follows:

1. The police will question the student relative to his absence from school. If a judgement is made that further information is needed, the school is contacted prior to further action.

2. If the student is found or suspected to be a truant, he/she is transported via a police vehicle to the nearest "T" Center.

3. The police officer will initiate a contact (telephone call) with home. If parent cannot be readily reached, the "T" Center staff follows through with the parent contact.

4. The student is issued a warning with copies forwarded to the school and mailed to the home.

5. The student is expected to be returned to the home school that day or no later than the next school day.

6. The home school will be contacted by the "T" Center worker to determine the student's presence or absence.

7. Habitual truancy will be handled by a petition and/or a warrant against the parent through the court.

CONTACT PERSON

Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth Street, Richmond, VA 23219

33. TITLE OF PROGRAM/PROJECT

Comprehensive Attendance Program

TARGET AUDIENCE

All students who fit the profile of a potential dropout. This includes students who have been absent one-fifth of any monthly period and students who have histories of poor attendance.

DESCRIPTION

All classroom teachers, principals, curriculum specialists, counselors, social workers, and attendance workers will be involved in the program. In schools where there is an attendance worker, the following procedure will be followed: 1) contact with the home, including home visits to determine the reason for absence, 2) daily records of contacts and home visits which will be accessible to counselors, teachers, and principals, 3) weekly meetings with counselors and social workers to determine the present status of absences within the school, 4) referrals to other sources or agencies through the counselor and/or school social worker, 5) assisting principals with the daily data processing aspects of attendance accounting, and 6) assisting school social workers in accounting for pupils scheduled for membership but not enrolling in school.

CONTACT PERSON

Mr. Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth St., Richmond, VA 23219

34. TITLE OF PROGRAM/PROJECT

Oakland County, Michigan Attendance/Dropout Task Force

TARGET AUDIENCE

All pupils enrolled in pre-school programs and in grades K-adult education including dropouts.

DESCRIPTION

The Oakland County Attendance Dropout Task Force is composed of 115 persons from education, community agencies, parents, graduate students, juvenile court, law enforcement agencies, colleges, universities, and from the religious community.

The task force assists each of the 28 school districts in Oakland County to develop their own strategies/programs for reducing student absenteeism and dropouts.

The task force has an advisory council composed of 16 representatives from education, business/industry, community agencies, State Department of Education, juvenile court, law enforcement officials, and the religious community.

The advisory council assists each of the 28 school districts in developing a plan of action for having community groups, such as churches, businesses, social, civic, professional organizations, community agencies, parents and students working with the school as partners in a community based approach for resolving the problems causing student absenteeism and dropouts.

CONTACT PERSON

Terry Thomas, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054

35. **TITLE OF PROGRAM/PROJECT**

Automated School Law File

TARGET AUDIENCE

School Administrators

DESCRIPTION

School administrators can obtain access to school law, attorney general's opinions and some federal laws as they relate to students, i.e., confidentiality of student records, locker searches, compulsory attendance laws, legal residence, etc. within one minute by depressing six keys on a computer terminal.

CONTACT PERSON

Terry Thomas, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054.

36. **TITLE OF PROGRAM/PROJECT**

Oakland County Status Offender Program

TARGET AUDIENCE

All Oakland County home runaways and related referrals for "status offenses."

DESCRIPTION

Although the mission and purpose of the program is not to deal directly with school truancy (this is done through the Juvenile Court Intake Department), by providing crisis intervention and referral services to the "Home Runaway." I feel our program makes a big contribution in reducing the rate of student absenteeism and dropout. Some truancy

and school truancy "problems" are very closely correlated and by providing counseling to young people and families having "Home truancy" problems. I feel our caseworkers in the Status Offender Program are helping to structure and stabilize youngsters and families and thereby create a positive home environment that will directly and positively effect the youngster's school achievement, attendance behavior and "long term" educational planning.

Our overall program objective is to avoid court and residential placement with home runaways when any other in-home planning is available.

CONTACT PERSON

James R. Smith, Supervisor-Status Offender Program, Oakland County Juvenile Court, 1200 North Telegraph Road, Pontiac, MI 48053.

37. TITLE OF PROGRAM/PROJECT

Children of Divorce - What About Us:

TARGET AUDIENCE

This program is for families involved in the divorce process or post-divorce adjustment. It can easily be adapted to adult education programs and school settings.

DESCRIPTION

1. The Friend of the Court administers a divorce counseling workshop for parents and children of divorce.
   A. The parents' portion of the workshop involves five evening sessions and includes the use of professionals who deal with such topics as social and emotional adjustment to divorce, financial planning around divorce, etc.
   B. The children's portion of the workshop is run on three separate evenings. The children are divided into two age groups, ages five through ten and ages eleven through seventeen.
      1. Through the use of puppets, movies, and discussion, the younger age group is provided a forum in which they can discuss their fears and feelings about the family breakup. Movies which are used include "Inside, Out: Breakup" and "Divorce and Other Monsters."
      2. Through the use of socio-guidramas, movies, and discussion, the older age group has an opportunity to discuss their thoughts and feelings about divorce.
         a. A socio-guidrama is a dialogue which introduces or describes an issue, problem, or situation, and the role-

players are selected from the audience. Interaction and discussion are generated from the dialogue and from the responses elicited from the group leader through use of leading questions. Socio-guidramas can be written around any issue or problem.

b. Movies which are used include: "Divorce/Separation: It Has Nothing To Do With You" and "How About Saturday?"

II. The primary goal of the workshops is to provide parents, other adults, and children with an understanding of the impact of divorce on the functioning of the family and to assist them, through information and education, in dealing with and adjusting other areas (children's education, parent's job performance, interpersonal relations, etc.) of the lives of parents and children.

CONTACT PERSON

Mrs. Lorraine N. Osthaus, Family Counselor, Oakland County Friend of the Court, 1200 North Telegraph Road, Pontiac, MI 48053.

38. TITLE OF PROGRAM/PROJECT

Michigan Department of Social Services, Oakland County Local Office Preventive Services for Families; Children's Protective Services

TARGET AUDIENCE

Teachers and other school professionals

DESCRIPTION

We wish to encourage school staff members to refer to our agency families who are at risk of abusing, neglecting or exploiting their children. Preventive Services for Families provides intensive casework services for this group.

All children in Oakland County are eligible for Children's Protective Services if they are living in conditions that threaten their health or safety. Teachers, social workers, school administrators are mandated to report such conditions by law.

We believe abuse and neglect can be a serious factor in causing student absenteeism and dropping from school.

CONTACT PERSON

Nancy McQuillan, Volunteer Services Specialist, Oakland County Department of Social Services, 196 Oakland Ave., Pontiac, MI 48058.

39. TITLE OF PROGRAM/PROJECT

Interagency Committee for the Mutual Concerns of School Age Children

TARGET AUDIENCE

Public and private agency personnel that work with children and adolescents having problems that involve more than one agency.

DESCRIPTION

An on-going working committee to develop an approach and provide a supportive network of services to minors that are of mutual concern for school truancy, educational neglect and behavior problems. The committee has representatives from Juvenile Court, school systems within the county, Kalamazoo Police Department, Public Health Department, Department of Social Services, private agencies and resource persons from Friend of the Court and crime commission.

We have completed procedures that work and are now attacking the problem of truancy that starts as absenteeism in the early elementary grades.

CONTACT PERSON

Wilma M. Tays, Program Specialist, Juvenile Court, 1400 Gull Road, Kalamazoo, MI 49001

40. TITLE OF PROGRAM/PROJECT

Parent Attendance Calling Program

TARGET AUDIENCE

K - 12

DESCRIPTION

This program is an attempt to improve communications between the school and the home by keeping parents informed of irregular attendance patterns of their children without added cost to the school.

All parents are instructed at the beginning of each year to call the school in the morning to report the absence of their children due to legitimate causes. At the beginning of the first class, each teacher takes attendance and sends their absence/tardy slips to the office. The secretary prepares a master list of absent students, alpha by grade, which is distributed to all teachers by mid-morning. A parent volunteer arrives at mid-morning to make phone calls to homes. If an absent student cannot be accounted for on the early call-in list, the

parents will be contacted by the volunteer. We usually find that the home neglected to inform the school of an illness, but on some occasions we find the student is truant and is dealt with accordingly by the school as well as his/her parents. A master telephone list print-out is provided by our district dataprocessing department which is kept updated. It should be noted that a different volunteer is used each day, morning and afternoon, increasing parent involvement in the program to a minium of ten people along with a few others who serve as back-up callers on short notice.

CONTACT PERSON

Dr. Robert Crane, Principal, South Intermediate School, 224 Elm Street, Saginaw, MI 48602

41. TITLE OF PROGRAM/PROJECT

Personal Development Program (PDP) For Potential Dropouts

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

I. DESIGN
   A. This program is set up to assist students before they drop out of school.
   B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self discipline, loss of credits, etc. However, it is not designed for certain students: i.e.,
      1. Special Education students.
      2. Students with severe mental or social retardation.
      3. Students with extreme disciplinary problems.
      4. Students 18 years of age or older will not normally be admitted.

II. REFERRAL
   A. Students will be referred by the secondary school principals or their assistants and the counseling departments.
   B. Teachers may refer students who might benefit from the program to the student's counselor or the assistant principal.
   C. The assistant principal and the counselors will examine the referrals and make recommendations to the P.D.P. coordinator. The P.D.P. coordinator will meet with the assistant principal and/or counselors to discuss the prospective students.
   D. The students will meet with the P.D.P. coordinator and make a commitment to the program. (Parents should be involved in the commitment to the program whenever possible.)
   E. Students new to the district must be enrolled through normal channels and then referred.

III. INSTRUCTION

A. Instruction will be basically in English, Math, Physical Education, Consumer Education, Business, Science and Social Studies.
B. Course content will be based on the Syllabus used by the counseling department for the day program.
C. Students may take electives, attend Vocational School, or work while in the program (one-half credit per semester may be given for work experience.)
D. The P.D.P. Department has control over credits and grades.
E. Academic credit will be given on the basis of time spent in sessions. (60 hours equals 1/2 credit)
F. Students who enter after the start of the semester in the P.D.P. may have their credits prorated.
G. Students will not be permitted to leave a class early except for a regularly scheduled bus run.
H. Only graduating seniors will be permitted to leave before a semester is over.
I. Regular attendance is critical to a student remaining in the program.

CONTACT PERSON

Mr. Roger Sykes, Waterford School District, 6020 Pontiac Lake Road, Waterford, MI 48095

42. **TITLE OF PROGRAM/PROJECT**

School Dropouts in Missouri, 1981-1983.

TARGET AUDIENCE

Administrators, Teachers

DESCRIPTION

School Dropouts in Missouri 1981-1983, an updated version of the 1979-1981 report, will contain information on school dropouts in Missouri including: statewide data, information from urban/metropolitan school districts, and program descriptions. The report will be available in November 1983.

EDITOR'S NOTE: This may serve as a model for obtaining statewide statistical data on dropouts.

CONTACT PERSON

Joan Solomon, Director of Urban Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102.

43. TITLE OF PROGRAM/PROJECT

Project CDA (Creating Dropout Alternatives) Student Accumulation of Sick Leave

TARGET AUDIENCE

This program is primarily designed for high school age students attending the Alternative High School

DESCRIPTION

Project CDA has installed a sick leave program for students which is similar to the teacher's sick leave program.

Students are allowed three (3) days sick leave and three tardies each quarter. These days can be used any way the student wants to use them. After three tardies are used, the student loses one absence. If the student should use his/her three absences and tardies and then is absent or tardy again, the student is automatically dropped from the Pruject for one semester, losing any credit gained. If verifiable, doctor, dentist, court appearances and time spent in jail are not counted as absences.

A student can accumulate a maximum of 12 days in a school year. At the end of the school year, if, for example, a student has accumulated a total of 9 days sick leave, and all of the academic work is on level to the satisfaction of each instructor, the student would then be able to leave school nine days early at the end of the school year. Since the inception of this policy in the school year 79-80, we have an average of dropping only one student per year. Our average daily attendance for the past three years and this year to date has never been below 98%.

AS we are also funded through ADA, we feel that we are legally still in bounds (according to our district lawyer) by requiring each of our students to complete our Survival Skills Course. This requires a minimum of 80 hours of the student's time, outside of school hours. This time more than makes up for days accumulated. The accumulated days can also be used for: 1) On the job training (credit), 2) Community Service (credit) or 3) Job experience (credit). All of these can be done in advance with work coordinator verification, so that the student can still get his/her days accumulated free.

CONTACT PERSON

Roger Hansen, Director, Project CDA, School District #271, 311 N. 10th Street, Coeur d'Arene, Idaho 83814

44. TITLE OF PROGRAM/PROJECT

Absentee Prevention Program (APP)

TARGET AUDIENCE

Elementary School Students, their teachers and parents.

DESCRIPTION

The absentee Prevention Program (APP) is designed to identify high risk, chronically absent and tardy students in the primary grades, investigate and determine the causes of the absenteeism, and provide appropriate intervention/ prevention services for these students, their families, and teachers.

Absenteeism is viewed as a symptom of other problems.

The goal is to reduce the number of absences in the target group and help prevent a pattern of future absenteeism. Services include: home visits, school conferences, phone consultations, collaboration with/and referrals to social service agencies, parenting skills workshops, teacher in-service training, teacher conferences, individual counseling, and personal growth groups.

The APP has a research design and statistical results are currently being analyzed. The program began in 1980 in the Big Beaver Falls School District. Preliminary results and evaluations by parents, teachers, and administrators have been so encouraging that in September, 1983, APP is being expanded to a second school district.

Not only is the program unique in scope and delivery but early data findings suggest that it is a highly replicable model.

CONTACT PERSON

Anna Mae Paladina, Coordinator of Primary Prevention, Prevention Project, Community College of Beaver County, College Drive, Monaca, PA 15061.

45. TITLE OF PROGRAM/PROJECT

Project A.I.M.: Attendance Improvement and Maintenance

TARGET AUDIENCE

Elementary school students and their parents.

DESCRIPTION

Attendance is monitored twice each day, at the beginning of the morning and immediately after lunch.

Parents are requested to inform the school in advance when a student is going to be absent either in person, by note or by phone. They are also requested to give the reason.

A parent volunteer calls the home of each child who is absent when the office has not been informed of the absence by the home.

There is an attendance card for each child on which the absence date and reason is recorded.

When the number of absences reach 5 per quarter a form letter is sent alerting the parents of the concern for absenteeism of the child.

When the number of absences reach 8 per quarter a referral is made to the Youth Assistance Counselor to offer assistance that may help solve the absenteeism problem.

The Youth Assistance Program is purely voluntary. If the help is refused and the problem persists, a referral is made to Child Protective Services. Child Protective Services is an arm of the court which sends out a worker to work with the family to help work out the problem.

If Child Protective Services is not successful in alleviating the problem, the case is referred to the Juvenile Court.

CONTACT PERSON

Palmer Swanson, Principal, Belle Ann Elementary School, 155 East Glass Road, Ortonville, Michigan 48462.

46. TITLE OF PROGRAM/PROJECT

Lunchroom Noise Monitoring Program

TARGET AUDIENCE

Elementary Schools

DESCRIPTION

The lunchroom noise management system about which you have inquired involves a stoplight, the SOUNDEK electronic noise monitoring device, and the back-up organization of a reward program for the children. If you already have a stoplight and a reward program you are ahead of most schools. Although the earliest SOUNDEKS operated only red and green lights, we have further developed the device to satisfy additional school requests. The device operates in the following manner:

You first set a dial on the SOUNDEK which determines the maximum tolerable noise level in the lunchroom (usually by "trial and error.") The stoplight (connected to the SOUNDEK) remains green so long as noise levels remain below the "threshold" you set by the dial. However, every time noise increases above the "threshold" the yellow light comes on and the green terminates. So long as the noise level stays high, the yellow light stays on <u>but</u> only for a five second period. If the noise level con-

tinues high for the full five seconds (or twice within a five second period), the yellow light terminates and the red light comes on. However, if the children detect that the yellow light is on, they can immediately reduce their noise and the light will switch back to green. This gives them a chance to avoid the red light condition. Once the red light comes on, it stays on for a fixed period (you can determine the length of this period by setting a second dial.) If noise levels stay high, the red light stays on forever. If noise levels start out low in "red" but then slowly increase above threshold, the little internal red timing mechanism resets the "red period." In other words, the red light will only terminate (and the green return) when noise levels are low.

This system works delightfully well when all children are seated facing the stoplight. But this isn't usually the case in most lunchrooms. So, at some modest additional expense we can supply a SOUNDEK unit with a continuous auditory beeper signalling that the yellow light is operating. To announce that the red light has come on, we also produce a one-second buzzer/circuit which sounds immediately at the beginning of the red light. These extra cost features make it unnecessary for children to be watching the stoplight. (I do not recommend a continuous beeper during the red light as schools that have tried this eventually gave it up because of student and kitchen personnel complaints.)

CONTACT PERSON

John Colbert, Principal, Daniel Whitfield School, 2000 Orchard Lk. Rd., Pontiac, Michigan 48053.

47. TITLE OF PROGRAM/PROJECT

Elementary Guidance: A Preventive Approach

TARGET AUDIENCE

All elementary school students, their parents, and the elementary staff.

DESCRIPTION

The Elementary Counselor in Southfield works with students, parents and staff in assisting the student with his/her social, emotional, and academic growth. The philosophy is that if a student feels good about himself/herself and school, he/she will want to be in school.

This is accomplished through individual counseling, small group counseling, classroom guidance, consultation with parents and staff, and counselor - lead parenting groups.

CONTACT PERSON

David Woodburn, Chairperson, Elementary Counselors, Brace/Lederle Elementary School, 18575 W. Nine Mile Road, Southfield, Michigan 48075.

48. TITLE OF PROGRAM/PROJECT

"Catch Them Being Good" - Assertive Discipline

TARGET AUDIENCE

Primary children.

DESCRIPTION

This program is designed to help students before they drop out of school. We believe dropout prevention should begin in kindergarten. Children can learn to be responsible for their behavior at an early age. A good attitude toward learning helps prevent dropouts. The program at Whiteside rewards students who "do it right" which improves their academic work, attendance and self image.

The staff at Whiteside School feels that children should learn to be responsible for their behavior and that teachers should be able to get their needs met in the classroom. The total staff (certified and classified) work together to reward children who "do it right" and to withdraw privileges from those who choose not to obey the rules. Children who "choose to do it right" are stronger students academically, are happier and have better self concepts.

When children choose to misbehave, the teacher follows her assertive discipline plan in the room. If the child works his way through all steps of the classroom plan, he is then sent to the principal who puts her plan in operation which includes counseling the student, contacting the parent and isolation in the in-school suspension center.

Any class who does not have anyone coming to the in-school suspension center all week goes up a rung on the ladder of good behavior. When the class gets to the top of the ladder (4 weeks), they receive a special reward.

The children check the ladder bulletin board each day in the hall to see how the classes are doing.

Children respond well to praise and rewards and are easily motivated "to do it right."

Students who attend school on a regular basis are stronger students academically. We highlight perfect attendance and reward classes who achieve perfect attendance.

Whiteside perfect attendance stars go to any class with 5 consecutive days of perfect attendance. Any class who receives 4 perfect attendance stars receives a special reward (field trip, food, etc.) Community is very supportive of this project. The first class to achieve 20 days of perfect attendance were treated to lunch at the Burger Chef and the PTA paid the bus expense.

Our children are highly motivated by this program and check the attendance bulletin board in the hall daily.

Teachers are also rewarded for perfect attendance on a semester basis. Last year we had two staff members with perfect attendance all year and one staff member that just missed one day. Also, the principal was presented with perfect attendance reward at the end of last year.

We encourage children to enjoy their food at lunch and to develop good nutrition habits. The rules in the cafeteria are simple and easy to follow. However, if a child chooses not to obey the rules after a warning, his name goes on the board in the cafeteria. On Friday afternoon all children who did not get their name on the board are invited to the cafeteria for a special reward. Children whose names were on the board may not attend the program. The rewards include outside speakers, (artists, musicians, etc.) edible treats, etc. Children who go more than one week with "no names" receive an additional treat from the principal.

This cafeteria reward program motivates the children to "do it right," their lunch time is more enjoyable and the teacher does not lose a lot of instructional time "settling her children down" after lunch.

CONTACT PERSON

Patricia Koch, Principal, Whiteside Primary, 800 Caldwell, Paducah, Kentucky 42001.

49. TITLE OF PROGRAM/PROJECT

Attendance - A Key To Elementary Success

TARGET AUDIENCE

Elementary School Administrators and Teachers

DESCRIPTION

AWARENESS - In order to impact attendance, it is first necessary to make parents and students aware of the importance of attendance.

Get information to parents which demonstrates the more students are in school, the more they learn.

Help parents keep track of the number of days the children have missed and what percentage of the total nine (9) weeks this is (i.e., three (3) days absence is 6% of the nine weeks, five (5) days absence is 11% of the nine weeks, etc.)

COMMITMENT - Once students and parents are aware, it is important to get them committed to improving attendance. This is done at two school assemblies (end of the first semester and the end of the year) and classroom meetings following each nine weeks. At these meetings, the concepts covered are: 1. good attendance, like anything else, becomes a habit which you will carry into adult life; 2. the more you are here, the more your teacher can help you learn; 3. excellent attendance is very difficult to achieve in that it requires daily attention rather than a burst of enthusiasm, then nothing. From that respect you should be very proud.

CONTACT PERSON

Dennis D. Guiser, Hale Elementary School, 204 Esmond Road, Hale, Michigan 48739.

50. TITLE OF PROGRAM/PROJECT

DEVELOPMENTAL PLAY (DP) - A Validated Pupil Personnel Services Demo. Project.

A training program for adults who wish to work with children in a relationship- focused activity-based intervention program.

TARGET AUDIENCE

Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

DESCRIPTION

Developmental Play is both a relationship-focused, activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring and openness with each other. Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as "good" parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

CONTACT PERSON

Dr. Viola Brody, Pupil Personnel Services Demo. Project, Euclid Student Services Building, 1015 - 10th Avenue North, St. Petersburg, FL 33703.

51. **TITLE OF PROGRAM/PROJECT**

Education Center

TARGET AUDIENCE

Students who are turned off or turned out of regular high school.

DESCRIPTION

This is an alternative school for students who are turned off or turned out of regular high school. A staff of five works with one to four students at a time for approximately two hours a day. For the rest of the day, students work at volunteer or paid jobs in the community. The goal is to get students back to their home school as soon as possible.

CONTACT PERSON

Nessen Blumberg, Director, Vogt School, Ferguson-Florissant School District, 200 Church Street, Ferguson, Missouri 63135.

52. **TITLE OF PROGRAM/PROJECT**

Enterprise High

TARGET AUDIENCE

High School Students

DESCRIPTION

Enterprise High is a place where students who have dropped out of school can return to school to receive a practical education. Our students spend one period each day in a language arts class where they improve their basic reading and writing skills: They receive math instruction for one period. They spend a period in a small group session where they learn to communicate effectively with others and solve interpersonal problems. One period is spent in class where they simulate adult life- learning to budget money, use a checking account, buy a car, use credit wisely, and otherwise prepare for the adult world which awaits them.

For the other half of the school day, students work in small groups, manufacturing items which they sell for profit. Some groups of students provide services rather than manufactured products. We derive our name, "Enterprise High," from this unique aspect of our program.

CONTACT PERSON

Dr. Richard Benedict, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044.

53. **TITLE OF PROGRAM/PROJECT**

Family Life Education Center (FLEC)

TARGET AUDIENCE

Any teenage pregnant girl in the school district who wishes to continue her education during the course of her pregnancy.

DESCRIPTION

PROGRAM OBJECTIVES

1) To provide pregnant teens with an accredited school program to continue toward graduation.
2) To provide the special needs of proper prenatal and post natal care, child care and child development including the Lamaze classes.
3) To provide remedial and individualized instruction in academics, health and home and family living.

REFERRALS - Students may be referred by counselor or principal and may return to regular classes at any suitable semester break.

CONTACT PERSON

C. Roger White, Executive Director-Secondary Education, 2720 Riverside Drive, Port Huron, Michigan 48060.

54. **TITLE OF PROGRAM/PROJECT**

Five O'Clock Bus

TARGET AUDIENCE

High School Students

DESCRIPTION

Each afternoon a bus departs from Hart County High School at five o'clock for each of the five elementary centers. The bus transports students who participate in extra-curricular activities after school to a location close to their home, such as the elementary school in their neighborhood. This allows more students to participate in after school extra-curricular activities as well as tutoring and other academic activities. Participation in extra-curricular activities keep more students in school.

CONTACT PERSON

Wandel D. Strange, Superintendent, Hart County Schools, Munfordville, KY 42765.

55. **TITLE OF PROGRAM/PROJECT**

Freshman Cluster Program

TARGET AUDIENCE

All 9th Graders

DESCRIPTION

This program is a house plan designed to help the students in their transitions from the Jr. H.S./middle school to high school. It combines the familiar (a team concept in gr. 8) with the new (new school, teachers, subject matter, standards--both academic and behavioral--and total population.) The plan "clusters" the students in one area for their core subjects of English, math, science, social studies, health and foreign languages which limits the number of teachers involved with them; enables them to be part of the mainstream in band, industrial arts, art, homemaking and physical education and encourages close frequent interaction among teachers. The Guidance Director has become their counselor. The principal, with the assistance of two teachers, has been dealing with the attendance and discipline issue as their commitment to the project.

Also introduced have been the positive discipline program, a strong set of rules with respect to tardiness and absence and a strong effort to communicate frequently by phone, conference and letter to parents. The attendance rate is over 96%, grades for the first semester indicate the failure rate compared to last year's class had been reduced 50%. Evaluation of the project is continuing.

CONTACT PERSON

Principal Richard Getchell, Westbrook High School, Westbrook, ME 04092.

56. TITLE OF PROGRAM/PROJECT

Getting Dropouts Back to School

TARGET AUDIENCE

High School Dropouts

DESCRIPTION

Dropouts from the previous school year who want to return to school usually come in on registration day or several days after school has begun. This causes problems for the counselors who have to work with the students at a very hectic time. It also is not ideal for the dropouts who get negative feelings about the school when they are not welcomed with enthusiasm, and find classes they would like to take already full.

We decided a few years ago to make an effort to treat the returning dropouts in a special way by sending them a letter from the principal inviting them to come into school and enroll before school opens. When the dropouts come in to enroll, the principal takes time to speak to these students as a group and gives them some advice and encouragement about how to be successful in school. The counselors then work individually

with each dropout and establish a schedule for them. The returning dropout feels somewhat special and has the opportunity to get enrolled into classes before the new students come in to enroll.

We find that this simple procedure has worked well, and we plan to continue to use this method of encouraging dropouts to return to school.

CONTACT PERSON

Armand DeLisle, Principal, Fitzgerald High School, 23200 Ryan Road, Warren, MI 48091.

57. TITLE OF PROGRAM/PROJECT

Hart County, Kentucky Work Experience Program

TARGET AUDIENCE

Students age 16 by December 1, identified as potential dropouts.

DESCRIPTION

The program provides employment experience to economically disadvantaged and/or handicapped youth in order to encourage them to continue their education, make career choices and enhance their job opportunities. Each student receives personal and career counseling. Students are placed on jobs in the community after school and/or on weekends. During the school year, each student samples four jobs. Students are paid in order to cover expenses. On-site monitoring of participants on a regular basis is conducted by the work-experience coordinator. The program is financed through JTPA funds and a special Vocational Education Research Exemplary Dropout Grant from the State of Kentucky.

CONTACT PERSON

Wandel Strange, Superintendent, Hart County Schools, Munfordville, KY 42765.

58. TITLE OF PROGRAM/PROJECT

I CARE (Individualized Counseling, Assistance, Readiness and Education)

TARGET AUDIENCE

10th, 11th, and 12th grades, graduates and non-graduates.

DESCRIPTION

The "I CARE" Program was begun at Battle Creek Central High School through a grant from the W.K. Kellogg Foundation. The purpose of the program is to provide Battle Creek Central High School students with continuing assistance in making a successful transition from high school to full participation and responsibility in adult life. I CARE has three

major components. The first component is comprised of services for students who are experiencing difficulties in school and who are "at risk" with regard to completion of their requirements for graduation. Second, the program furnishes services for graduates and dropouts who are seeking employment or who are interested in completing requirements for graduation. A third component involves follow-up contact with graduates and dropouts to obtain information which can be helpful in improving the likelihood of success for Battle Creek Central students in their jobs and in college. Thus, the program is intended to provide structured linkage between the "world" of the high school and the "world" beyond the high school.

CONTACT PERSON

Steve Hoelscher, Director, I CARE Program, Battle Creek Central High School, 100 W. VanBuren, Battle Creek, MI 49017.

59. TITLE OF PROGRAM/PROJECT

Improving Attendance - Byte by Byte

TARGET AUDIENCE

High School Students

DESCRIPTION

By using an in-house computer program and a cadre of parent volunteers, we have developed a system of monitoring student attendance that has reduced student truancy by more than 90%.

The system is designed to accomplish two goals: 1) to insure that students who skip class are discovered and 2) to contact parents within twenty-four hour period any time their son or daughter is truant from class.

The procedure is as follows: Any time a student is absent, we ask that the parent or guardian call on the same day between the hours of 7 a.m. and 3 p.m. The calls are answered by a parent volunteer on a special attendance phone line. The calls are recorded and at the end of the day all the names of absent students are typed into the computer.

The computer is programmed to accomplish the following tasks: First, it checks to insure that the student's name is spelled correctly. It does this by comparing the names typed in on any given day against a master list of students. Second, the computer tabulates the absences and maintains a permanent record. Therefore, students' individual attendance records are available at any time in the future. The computer then sorts the list of names alphabetically and prints it in two columns, last name first.

In the beginning of the year, we also took the time to enter student birthdates into the computer. As a final step, the computer searches to find any students who are going to have a birthday on the following day

and then lists these students at the bottom of the page with a "Happy Birthday" message.

The list of excused absences is compiled at the end of the day and placed in the teachers' mailboxes. When teachers arrive the following morning, they check their class attendance record against the list. If a student was absent from class but does not appear on the list, the teacher submits an unexcused absence referral by the end of first hour. These referrals are sorted and the two assistant principals make phone calls to these students' parents.

We have found that this quick and certain communication with parents has helped us reduce the truancy rate by more than 90% at Lake Orion High School. It has also enabled us to keep very careful track of the attendance of more than 1,400 students on a daily basis.

The system also seems to have made parents more aware of their son or daughter's school attendance. As a result, total student attendance has improved. Prior to the implementation of this new system, our daily absentee rate ran at 9 to 12%. With the new program in place, our absentee rate leveled off to 4 to 6%.

CONTACT PERSON

William J. Bushaw, Principal, Manchester High School, 710 E. Main Street, Manchester, MI 48158.

60. **TITLE OF PROGRAM/PROJECT**

Incentive Aviation Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

This program is designed to motivate students to better grades, improved attendance and attitudes, and to eliminate dropouts. A secondary goal is to improve students' self concept and confidence.

The Kuspuk School District consisting of seven schools in rural Alaska provides a flight training program to eligible students. This career oriented program provides both ground and flight training to students that can lead to the acquisition of a Commercial Pilot's license by the time they graduate from high school.

In addition, this serves as a tool to teachers, for they ultimately determine who participates in the flight training phase of the program and who does not.

The classroom teachers approve student participation in the weekly flight training lessons.

The Aviation Program offers flight and ground training to eligible participants that can lead to the acquisition of a Commercial Pilot's Certificate with an Instrument Rating by the student's eighteenth birthday.

Necessary training is offered in two phases:

a. Private/Comercial pilot ground instruction offering all ground instruction necessary for the student to satisfactorily pass the requisite Federal Aviation Administration written test for that certificate. The District has accumulated filmstrips, cassettes, charts, manuals, training aids, syllabi, etc., necessary to conduct the ground training phase.

b. Flight Instruction necessary to provide the participant the flight time and instruction necessary to satisfy all aeronautical knowledge and experience requirements of the FAA pertaining to the issuance of a Private/Commercial Pilot Certificate. To provide this phase of training, the District has acquired two completely equipped Cessna 172 aircraft and two well-qualified instructors to provide flight training over the geographically extensive district. One of the instructors is designated by the FAA to administer all required government written and flight examinations.

As can be imagined, this training is directly applicable to many vocational endeavors of our graduates. It will enhance their employability in many jobs in the transportation industry, with the Federal Government in Air Traffic Control, etc. When they persevere and graduate from high school with a Pilot's Certificate, even if they do not go into an aviation-oriented vocation, it demonstrates the student's drive and determination.

CONTACT PERSON

Garrett Ballew, Kuspuk School District, P.O. Box 108, Aniak, Alaska 99557.

61. TITLE OF PROGRAM/PROJECT

Cash Award Boosts Attendance

TARGET AUDIENCE

Average to below average achievement of high school age.

DESCRIPTION

Good stickers are not effective with 16-17-18 year-old students who see high school as a place of failure and embarrassment. Most of the students who do not complete a formal education stay in their "home" community and become dependent on institutional care for a good part of their life. New attendance patterns have developed and new success identity through achievement have also been evident.

Program: $100.00 check for "Perfect Attendance" every period, every day, entire year. Supported by industry and businesses within the community.

Results: 217 out out of 1650 (10-11-12) graders achieved this goal - in all cases grades went up as well.

CONTACT PERSON

Marshall Moore, Division of Pupil Personnel, Richmond Schools, Richmond, IND 47374.

62. TITLE OF PROGRAM/PROJECT

In-House Suspension

TARGET AUDIENCE

Grades 9 - 12

DESCRIPTION

In-House Suspension is one alternative to out of school suspension and expulsion. It is not intended to become the only alternative. It will be chosen as an alternative by the Vice-Principal or Principal as the disciplinary officer of the school.

The type of offense which may be considered for In-House Suspension usually falls in one of the following categories:

1. Attendance violations.
2. Law violations--alcohol, drugs, tobacco, weapons, property damage.
3. Fighting.
4. Discretionary offenses - disrespect, misconduct, disruptions, insubordination.

The objective of the In-House Suspension program is to isolate suspended students from the general student population with a teacher who provides assistance to them in completing assignments provided by the regular classroom teachers. The program will also provide counseling services (either directly or through referrals) directed at improving the problems underlying the student's behavior.

Procedures
1. Referral by teacher to disciplinary officer (Vice-Principal.) 2. Disciplinary officer conferences with the student. May include parent contact. 3. Report to In-House Suspension.

a) Student must have regular classroom assignments.
b) Initial conference with In-House Suspension teacher.
   1. discuss reason for assignment to program-length of stay
   2. try to identify problem as the student sees it and discuss alternatives for changing behavior
   3. discuss class routine
   4. discuss class rules
   5. discuss consequences for non-compliance with rules.

General Class Routine

The student is assigned to In-House Suspension for the entire school day. He/she will not be allowed to leave the room. The facilities being considered for the program have a restroom available. During the day, the student will be expected to remain quiet and complete regular class assignments. Time will be provided for a lunch break in the room, discussion of pertinent problems that arise, and conferences with the In-House Suspension teacher.

While serving In-House Suspension, the student will not be allowed to participate in any special programs or assemblies, or to participate in any extra-curricular activities.

Record Keeping

Records will be kept on each student assigned to In-House Suspension. These will help in determining number of suspensions, types of suspensions, and repeated offenders. These will be used in reviewing and evaluating the program.

CONTACT PERSON

Karen Hines, Assistant Principal, Ketchikan High School, 2610 4th Avenue, Ketchikan, Alaska 99901.

63. TITLE OF PROGRAM/PROJECT

Intercept: A Positive Alternative to Pupil Suspensions, Truancy, and Dropout. A teacher-training program that addresses problems of student discipline, truancy, and chronic academic failure.

TARGET AUDIENCE

Approved by JDRP for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior.

DESCRIPTION

Project Intercept provides preservice/inservice training to failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in four areas.

All staff in the program are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for group critique and support.

Management skills for establishing an alternative academic program for potential dropouts are also taught. Three programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The Learning

Cluster offers a preventive treatment program to ninth-grade students where one quarter of the day is spent in English and social studies.

Teachers also receive training in group counseling; students who participate in this component learn to demonstrate more appropriate interpersonal skills and improve self-concept. Family intervention and parent-training skills are taught to staff who are responsible for parent contact. This component reingorces changes taking place at school and helps parents deal more effectively with all of their children.

CONTACT PERSON

Richard Maurer, Ph.D., Roosevelt Education Center, Administration Building, Ossining Public Schools, 190 Croton Avenue, Ossining, New York, 10562.

64. TITLE OF PROGRAM/PROJECT

Joint Academic Vocational Approach - JAVA

TARGET AUDIENCE

Secondary school students in grades 9-12. Particular emphasis is upon the average student who has not made a career decision.

DESCRIPTION

JAVA is an integration of vocational and academic competencies geared to show a direct relationship between basic skills, vocational training, and successful employment. JAVA is a coordinated effort between the Hopking County Board of Education's three high schools and the Kentucky Department of Education's Vocational Technical School and State allied Health School. Students begin Phase I of the JAVA program as ninth graders. The students progress through an individualized competency based curriculum composed of English, Math, Science, and Citizenship. The occupational areas are organized into two hour blocks and are explored by all program participants for fourteen days per area. These areas are: Agriculture/Distributive Education, Business & Computer Awareness, Home Economics, Electricity/Electronics, Health Occupations, Mining, Carpentry, Drafting, Machine Shop, Auto/Diesel Mechanics, and Auto Body & Welding. In the second year of the program the student continues the general education requirements and narrows his/her vocational exploration to four occupational choices in which the student spends one quarter of the school year. In the third and fourth years the student again continues the general education requirements at his/her high school for a half day and then spends the remaining half day training in the one occupational area which was selected. A student should graduate from high school not only with a diploma, but also with an entry level job skill!

CONTACT PERSON

Linda Q. Zellich, Hopkins County Board of Education, P.O. Box 509, Madisonville, KY 42431.

65. TITLE OF PROGRAM/PROJECT

The Core Program

TARGET AUDIENCE

Grades 9 - 12

DESCRIPTION

(DESCRIBE THE NEED FOR THIS ACTIVITY AND/OR ITS OBJECTIVES) Many students do not fit into the conventional educational mode but need certain skills required to function successfully in society. The CORE PROGRAM tries to meet the needs of those students.

(DESCRIBE SIGNIFICANT COMPONENTS, SUCH AS TECHNIQUES, STUDENT ACTIVITIES, MATERIALS, EQUIPMENT, STAFF, AND OTHER IMPORTANT FEATURES.) The CORE PROGRAM is composed of a maximum PTR (Pupil/Teacher Ratio) of 20 to 1. 25 minutes class time is the norm so maximum engagement time is necessary. Boredom is also minimized. Active learning or experiencing learning is emphasized by field trips, group activities, student elections, etc. Openness is encouraged by value clarification, involvement in community affairs, etc.

One teacher states the CORE PROGRAM has helped a significant number of students by stimulating them to complete high school by helping them acquire academic skills. In the process of learning how to succeed in school, the students often change their negative attitude toward learning to a positive one. Many times students who have refused to try because they are convinced they will fail, begin to try, succeed, enjoy the success. Then they change their negative, failure-oriented self images for a more positive "I can do it" attitude. Thus, they become contributing members of our society instead of a drain on it.

CONTACT PERSON

John Garteiz, Director, CORE PROGRAM, West High School, 1700 Hillcrest Drive, Anchorage, Alaska 99503.

66. TITLE OF PROGRAM/PROJECT

CORE

TARGET AUDIENCE

Grade 9 & 10 students who are disruptive and potential dropouts.

DESCRIPTION

Program is a self-contained one with one regular instructor and an additional teacher as a support staff person each period for four class periods. The "CORE" is the subject matter - English, reading, math and social studies. There is a psychological component which is also a part of the program; it consists of evaluation and group or individual counseling.

Students are selected thru a PET process after referral by a staff member. They are usually students who are on the verge of being dropped from all classes for disciplinary or attendance reasons and most have a previous history in Jr. High/middle school of similar difficulties.

The program is currently being evaluated with respect to its effectiveness in maintaining the students and effecting change in their behavior. There is a proposal to change it from a program that is part of the regular school day to one that is offered after hours with greater access to vocational and occupational areas in the school not now available to these students.

CONTACT PERSON

Sharon Ritter, Westbrook High School, Westbrook, ME 04092.

67. TITLE OF PROGRAM/PROJECT

Daniels Vocational Assessment and Training Center

TARGET AUDIENCE

Program participants are 16-23 years old, not currently enrolled in any secondary school program, and do not have a high school diploma or GED.

DESCRIPTION

Utilizing the Singer/Graflex System, students participate in vocational exploratory activities.

A holistic approach is taken as students prepare for the GED test and receive vocational training in building trades or commercial foods.

Approximately 50% of program participants are referred to us by past students. Twenty five percent come directly from other county schools. The remaining 25% are referred by other community agencies.

Training certificates are awarded to students who have 90% attendance over a minimum one year program.

CONTACT PERSON

Joe A. Terry, Director, Daniels Vocational Center, Drawer JJ, Daniels, West Virginia 25832.

68. TITLE OF PROGRAM/PROJECT

Decision Skills Workshop

TARGET AUDIENCE

High school students who face school suspension for disciplinary problems - a disciplinary alternative. Parents included in workshop.

DESCRIPTION

Goal: To provide a positive alternative to school suspension.

Objectives:

1) To demonstrate the ability to approach decision-making using the following techniques:
   a. Assessing pros and cons;
   b. Recognizing long-term & short-term consequences; &
   c. Becoming aware of internal & external intra-personal effects.

2) To demonstrate assertion techniques through role plays conducted during the group process & through the sharing of actual situations that took place for individual students outside of the group.

3) To become acquainted with and to practice using intra-personal techniques for the purpose of changing self-defeating behaviors.

Design:

1) Students are referred by the school (students may also self-refer)

2) Workshop consists of three - two hour evening sessions and one follow-up session. Sessions are held at the Community Center.

3) Parents participate in the first half hour of the first session and in the follow-up session.

4) School official is present for the first half hour of the first session.

5) Students must attend and participate in all sessions.

6) Workshop is facilitated by staff from the Community Center and the Juvenile Court.

CONTACT PERSON

Diane Schrock, Portage Community Outreach Center, 7603 S. Westnedge, Portage, Michigan 49081.

69. TITLE OF PROGRAM/PROJECT

Detroit Attendance Intervention Centers (DAIC) - Detroit Public Schools

TARGET AUDIENCE

High school students who violate the truancy provision of the Detroit Public Schools Uniform Code of Student Conduct.

DESCRIPTION

PURPOSE: Under the direction of the Office of the Uniform Code of Student Conduct, Detroit Attendance Intervention Centers will provide an alternative to suspension for students who violate the B-06 Truancy Provision of the Uniform Code of Student Conduct.

These centers will provide an opportunity for students to develop self-assessment skills and intervention strategies, thereby enabling them to maximize their potential for success when they return fulltime to their home schools.

DESCRIPTION: Fourteen especially identified high schools will be allotted one space for each 200 students enrolled. Students will be referred to the Detroit Attendance Intervention Centers by high school principals. They will be enrolled in three classes: language arts, mathematics, and group guidance. All classes will focus on the individual needs of the students in small group settings of fifteen.

An intensive goal-directed counseling mode will be used to assist students in acquiring specific self-awareness skills and effective problem-solving techniques. Skills developed in the areas of language arts and mathematics will enable students to return to their home high schools with strengthened basic competencies, a better understanding of their academic potential, and a commitment to improve school attendance.

PROGRAM BENEFITS FOR STUDENTS: Students who successfully participate in the Detroit Attendance Intervention Centers will:

*Acquire a better understanding of their academic potential,
*Improve their school attendance,
*Avoid suspension documentation on their school records, and
*Receive course credit for English, mathematics, and group guidance.

CONTACT PERSON

Mr. Benjamin J. Bernoudy, Detroit Public Schools, Uniform Code of Student Conduct Office, Room 1102, SCHOOLS CENTER BUILDING, 5057 Woodward Avenue, Detroit, Michigan 48202.

70. TITLE OF PROGRAM/PROJECT

The Development Of A Computer Assisted Procedure To Help Identify The Potential High School Dropout In A Large City School System

TARGET AUDIENCE

High school students

DESCRIPTION

Each high school was required to form a Local School Holding Power Advisory Committee to be composed of the principal, teachers, other administrators, office staff (as needed,) parents (including representatives of the local business community,) and students.

The object of these committees was to reduce the dropout rate of pupils in each of their schools. Their responsibilities were to:

- determine factors causing pupils to drop out of their schools
- identify potential dropouts
- define strategies to help pupils stay in school.

The evaluation of tne project is measured by the degree of improvement in the dropout rate in each school.

In addition, a city-wide holding power committee composed of a representative from each local committee and central administration personnel including the director of secondary education, curriculum supervisors, and research and educational data processing specialists was formed.

This committee's responsibilities included monitoring of local schools "dropout prevention programs" and aiding the local committees in their work.

An early request by the city-wide committee was to provide a systematic way to help high school personnel identify dropouts.

The first step in developing a computer program to help identify the potential school dropout was to review the research related to characteristics of pupils who drop out of school. For purposes of this project a dropout was defined as a pupil who leaves a school for any reason except death or illness before graduation or completion of a program of studies and who does not transfer to another school.

This review indicated a number of characteristics, most of which could be classified in one of four general areas: school, family, peers, and personality.

Among the four areas, the school factor seemed to hold the most potential for success since identified variables such as poor academic achievement, poor attendance, behavior problems, and repeating grades could be measured reasonably objectively as well as being available in a school system.

Four specific predictor variables were finally defined in the school area around which a computer program would be written. These were grade point average, percent absence (A), number of suspensions (S), and number of competency tests taken first in ninth grade in reading, mathematics, language usage, and spelling. Pupils are required to pass all four sections of the test as one of several graduation requirements.

A computer program was written in COBOL to run on a Univac 1106 that would summarize and print a report on these data.

Pupil demographic data given are: pupil identification number and name, age, sex, and racial or ethnic group. The school achievement variables are: grade point average (GPA), Special Education, days absent in present semester (A), days suspended, number of suspensions (S), standardized test scores, and the minimum competency test scores

(PAR). The reports are sorted by school, grade, and counseling teacher. The four predictor variables, GPA, A, S, and PAR scores are flagged if they fall below a set level and the flags printed opposite the pupil's name in the column headed "Flag."

These reports are sent to the school counselors on request so they may note pupils who are flagged as potential discontinuers and provide additional attention and special programs to these pupils.

The levels at which the four predictor variables are set can be adjusted upwards or downwards to obtain either a large sample of pupils who should be screened in the future or to provide a smaller group of more probable dropouts.

CONTACT PERSON

Dr. Barry S. Beal, Denver Schools, 3800 York Street, Denver, CO 80205.

71. TITLE OF PROGRAM/PROJECT

Back to School Rally

TARGET AUDIENCE

This program is designed specifically for the dropout or potential dropout. The entire Richmond Public Schools population is invited to attend, however.

DESCRIPTION

The Back to School Rally is more or less a one day "Education Fair." Area businesses and service oriented organizations are invited to participate by disseminating information via video, informal lecture, pamphlet, flyer, etc. Exhibit booths are provided for this purpose. Academic and vocational disciplines within the Richmond Public Schools System also take advantage of this opportunity to enlighten and inform the community of their offerings.

The rally usually gets underway with a brief program whereby a local radio personality serves as Master of Ceremonies. The mayor of the city, who is one of the middle school principals, is generally on hand to bring greetings. Statements emphasizing the importance of an education and remaining in school are made by key persons in the administration and community. The band and cheerleaders from one of the local high schools provide lively entertainment.

Immediately following the program, persons in attendance are free to walk around and view the various exhibits. Door prizes and refreshments are generally provided by one or more of the area businesses. The public is made aware of this event by the media through spot announcements on radio and TV and through newspaper advertisements. Transportation to the site of the rally is provided by public school bus.

CONTACT PERSON

Mr. Ralph D. Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth Street, Richmond, VA 23219

72. TITLE OF PROGRAM/PROJECT

Return to School Workshop

TARGET AUDIENCE

This program is limited to middle and high school students.

DESCRIPTION

The purpose of the Return to School Workshop is to motivate dropouts to return to Richmond Public Schools with a positive attitude and a goal to succeed in positive educational achievement. The program will be decentralized with individual building activities.

Rolls"

1. Dropout Advisory Committee -- the committee is responsible for designing general program guide, orientation for principals and other school and agency personnel, transportation and publicity.
2. Principal -- subscribing to the general program guide, the principals with the individual school building committees and school pupil services personnel will be responsible for full program, planning, staffing, implementing and follow-up plans.
3. Agency Representative -- each agency representative will volunteer to be assigned to a school, becoming a member of the committee, working very closely with school counselors for the purpose of expanding guidance and support for the returnees on an ongoing basis.

CONTACT PERSON

Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth Street, Richmond, VA 23219

73. TITLE OF PROGRAM/PROJECT

Parenting Workshop

TARGET AUDIENCE

Parents of re-enrollees in secondary schools

DESCRIPTION

The workshop is held in a centrally located facility accessible to the bus route. A keynote speaker is secured for the workshop. A panel made up of two parents of re-enrollees speak on their experiences and involvement in the Dropout Program. A box supper is served. Local businesses are asked by subcommittee members to donate the boxed supper. Each Dropout Advisory Committee is expected to contact, recruit, and transport a

parent and a re-enrollee to the workshop. This enables the committee members to establish a personal relationship with the workshop participants and provide the committee members with an active role at the workshop. The dropout team in each school is also responsible for the recruitment and transportation of workshop participants.

CONTACT PERSON

Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth Street, Richamon, VA 23119

74. TITLE OF PROGRAM/PROJECT

Taking Charge

TARGET AUDIENCE

Grades 7-12

DESCRIPTION

In the early 1980's, the Mesa Public Schools District initiated a strict disciplinary drug policy for grade levels 7-12. While administrators and teachers were generally pleased with the results, they were unprepared for a major consequence: as the number of students suspended increased, the number of youth who never returned to school also multiplied. Concerned about the rising dropout rate, several community members, educators and guidance counselors submitted to the school board a proposal for returning suspended drug offenders to school.

With board approval, educators and counselors began meeting with officials from the Tri-City Mental Health Department and local law enforcement to devise an innovative way to get kids off drugs and back into school. The resulting program, "Taking Charge," began during the 1983-84 academic year with one specific goal: keeping kids in school so they can eventually become successful. As disrict director of Guidance Services, Byron McKinnon, explains, such success requires "students understand their own behavior and the consequences of their actions."

The program begins when a student receives a semester's suspension for possessing, using, buying or selling drugs on campus. These students (approximately 215 during 1983-84) are given a choice: stay out for an entire semester or return to school and enroll in the "Taking Charge" counseling program. Those who select the later (almost every student presented with the option according to McKinnon) sign a contract between themselves, the school, and their parent(s) promising not to use or possess drugs and recognizing that failure to abide by the contractual agreement will result in suspension.

Students attend on counseling session a week after school hours where they learn to "take charge" of their behavior. During the minimal eight week period, students are involved in individual or group

activities designed to improve their self-esteem, examine their personal strengths and weaknesses, receive factual medical information about the effects of drugs and discover the underlying causes for their drug use. A student is released from the program only after he or she and a counselor have agreed the student is ready to "take charge" by remaining in school, drug free.

While it is too early to quantitatively determine if the program has reduced drug abuse, district officials believe it has returned a large percentage of kids to school who may have otherwise dropped out. Some counselors are so confident in the program's ultimate success that they are discussing the possibility of a prevention "take charge" program.

The "Take Charge" approach has a promising future apparently related to three specific program components: (1) the cooperative interagency planning efforts of educators, health officials, and law enforcement; (2) the emphasis on youths "taking charge" and accepting the counsequences of their own actions; and (3) the use of existing personnel and funds to conduct the program.

CONTACT PERSON

Byron McKinnon, Director of Guidance Services, Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203.

75. **TITLE OF PROGRAM/PROJECT**

Program "Gotcha"
Graduation On Time - Classmates Helping Attendance

TARGET AUDIENCE

"High Risk" 9th Graders

DESCRIPTION

A peer-support program to improve attendance of potential dropouts--low cost and interschool, the programs derives its strength from the dynamics of peer group influence. Important components include peer matching, mentor training, daily activities, group meetings and parent involvement and recognition. The key to program success lies in the commitment of the staff facilitator and administrative support. Also, the program can be implemented on either a small or large scale.

CONTACT PERSON

Linda Wilhelms, Assessment Counselor, Division of Public Personnel, Jefferson County Public Schools, 3332 Newburg Rd., Tomsville, KY 40218.

76. TITLE OF PROGRAM/PROJECT

Juvenile Continuing Education

TARGET AUDIENCE

General Education students in grades 7, 8, 9 and 10, under the age of 16, who have been expelled from regular school or who have been recommended for the program.

DESCRIPTION

This program is designed to assist students who are experiencing attendance or behavior problems or students who are academically out of step. The goal is to get them back into the educational mainstream or to channel them into the G.E.D. diploma program, vocational rehabilitation, or trade school.

REFERRAL

A student may be referred to the administrator of the program by the hearing officer when the student is expelled. Principals, assistant principals, counselors, social workers, and probation officers may refer a student to the program. The administrator will set up a conference with the student and one or both parents (guardian). If the student and guardian agree to the conditions of the program, the student is enrolled.

INSTRUCTION

Instruction is totally individualized in English, science, social studies, and mathematics. Schedules are flexible. Students earn credit by meeting acceptable attendance standards and by making measurable academic progress as indicated by pre-and post-tests.

CONTACT PERSON

Jack Claunch, Supervisor, Child Welfare and Attendance, East Baton Rouge Parish Schools, Valley Park Center, 2928 College Dr. Baton Rouge, LA 70808

77. TITLE OF PROGRAM/PROJECT

Kennedy, Pre-Vocational Center

TARGET AUDIENCE

16 to 25 year old school dropouts.

DESCRIPTION

Program deals with the life coping and pre-vocational needs of hard-to-employ young adults.

Students attend school seven hours per day and take a combination of semi-

work experience program for at least two hours per day. The work experience is "real work" as the students are involved in the KenCen Corporation which is a closed corporation containing all of the elements of a real production operation. Students are hired, paid with checks, checks are converted to scrip in the school bank, and students purchase goods in the school store. Seven production areas employ the 350 students and the goods are sold publicly. Evaluation by University of Michigan available.

CONTACT PERSON

Douglas Weir, Kennedy Center, 1541 N. Saginaw Street, Flint, MI 48503.

78. TITLE OF PROGRAM/PROJECT

Madison District Public School AEP

TARGET AUDIENCE

Secondary students who have withdrawn from school.

DESCRIPTION

This program is designed for students who have dropped out of school and want to return or who are recommended by a screening committee.

The program provides an option not only for dropouts but also for potential dropouts. It provides the student with an opportunity to attend school and gain work experience.

Students receive instruction in reading, mathematics, and employability skills. Students must attend classes for a minimum of two hours per day and be employed for a minimum of three hours per day.

CONTACT PERSON

Mr. Al Macknis, 25421 Alger, Madison Heights, MI 48071.

79. TITLE OF PROGRAM/PROJECT

Metro Telemarketing Systems - "THE TRUANT"

TARGET AUDIENCE

The parents of middle and senior high school students.

DESCRIPTION

Parents of students who are chronically late, absent or truant can now be called at their homes by an automatic dialing telephone. The computer will recall three times during the day and evening, if there is a busy signal or no answer. This system can be used in the manual mode. For ease of telephone number entry, and to expand demographic information, The Truant may be coupled with a computer.

The computer can be programmed with up to 99 messages and dial up to 1000 numbers at one time, affording a selection to match a particular student's needs. For example: parents can be alerted to their child's problem in any language. Responses can also be received if desired.

In short time the student becomes aware that his parents will be persistently reached to report his absenteeism or lateness. A message can also be delivered announcing the issuance of report cards, thus alerting the parents that they should review the child's marks and sign the report card. In many cases, parents are never aware of a student's progress. Additional messages such as PTA announcements, sports events, inoculation requirements, can be called into a student's home. These messages can further strengthen the bonds between home and school; student and parent.

Truant officers and teachers can be relieved enormously of the time consuming chore of calling. The personnel in charge of truancy and absenteeism can concentrate on those students and parents who have failed to respond to the automatic message. When parents are constantly made aware of the child's marks and attendance record, they might begin to work more closely with the school and their child.

CONTACT PERSON

C. Robert Freed, Metro Telemarketing Systems, 441 S. Independence Blvd., Suite 1, Virginia Beach, Virginia 23452.

80. TITLE OF PROGRAM/PROJECT

Robert Clements Student Development Center Ann Arbor Public schools

TARGET AUDIENCE

Students on Long-Term Suspension (Grades 7-12)
Students who cannot adjust to the traditional, comprehensive high school environment.

DESCRIPTION

1. Separate location in a converted elementary building.
2. Informal, "Family" atmosphere.
3. Structured academic program - basics emphasized.
4. Low pupil/teacher ratio through use of paraprofessionals.
5. Daily and hourly attendance checks. Students are picked up at home of necessary.
6. Daily "rap sessions."
7. Parent conferences are home visits.
8. Primary objective - successful return to home school.

CONTACT PERSON

Joseph Dulin, Director, 4377 Textile Road, Ypsilanti, MI 48197

81. TITLE OF PROGRAM/PROJECT

Reducing Student Absenteeism - Preventing Dropouts - A Team Management Approach.

TARGET AUDIENCE

Middle School Students

DESCRIPTION

This attendance procedure is designed to establish communication between the home and school, and to instill good school attendance habits in the students at the middle school level.

Team Management Approach: When absent, students must bring a note when they return to school or their parents must call the office. When absent students return to school, they report to the bookstore window where counselors issue absence passes. Students receive either an excused or unexcused pass for days and/or hours absent from school. For these few students who receive an unexcused absence, the office secretary calls home to inquire about each said absence. Students receive an hour's detention after school for each unexcused class period.

During the school day, in each of the six class periods, the teacher takes attendance and signs the absence passes of students returning from an absence. During each period the secretary and main office student assistants update the absence list. Students unaccounted for are searched for immediately. If on those rare occasions a student is discovered to be skipping class, a call is made home immediately to inform the parents. This disciplinary matter is then resolved by the assistant principal. All students who come in or out of the main office or the building during the school day must sign in or out in a logbook stating their name and reason for being out of class.

Reducing Chronic Absenteeism: When a student is habitually absent, the office secretary compiles a list of data stating dates of absences, time periods of absences (1/2 day, whole day, 1+2 hour, etc.) with reasons given for said absences. A conference is held with the assistant principal, parent, counselor, and student to discuss the problem and possible solutions. Consequences of chronic absenteeism are reviewed.

Students with chronic absenteeism are seen by a counselor and are often referred to the school social worker, public health nurse, Troy Youth Assistance, and/or the Oakland County Juvenile Division.

CONTACT PERSON

Mrs. Chris Summerell, Counselor, Smith Middle School, 5835 Donaldson, Troy, Michigan 48098.

82. TITLE OF PROGRAM/PROJECT

The P.C.E. Lottery: An Attendance Incentive

TARGET AUDIENCE

Designed for secondary level alternative high school. With slight modification, it could be used at any educational level.

DESCRIPTION

The Lottery was initiated in 1982 as a motivating factor to encourage regular school attendance within the alternative high school. The Lottery reinforces good attendance habits with recognition and rewards.

The title, Lottery, is a take-off from the lottery craze of our day. The term "lottery" according to Webster, means "an event or affair whose outcome is or seems to be determined by chance." Students who have perfect attendance each three-week marking unit receive tickets for a quarterly prize drawing. There is no monetary exchange for tickets.

At the end of each nine week quarter, one portable AM/FM radio with head phones set is given away during a drawing.

To be eligible for the drawing:
The student must have perfect attendance (100%) for a three week unit. Each student has the opportunity to earn up to three tickets for each drawing,, one for each marking unit within the quarter.

Following each quarterly drawing all the tickets are placed into the drawing for the grand prize to be given away at the end of the school. The grand prize to be awarded is a portable AM/FM stereo and a cassette player sound system.

To be eligible for the grand prize:
1. The student must complete the academic school year and have been in attendance the first 9 weeks of school.
2. The student will receive an extra bonus ticket for each quarter, (9 weeks), in which they have perfect attendance.

The prizes for the Lottery are provided through the cooperative efforts of the A.C.E. staff and the financial donations of several local businesses.

A goal emphasized in the A.C.E. program is to improve student attendance patterns and develop traits of punctuality, self discipline, and responsibility. The Lottery is one vehicle used in an effort to attain that goal.

CONTACT PERSON

Jan Gooding, Principal, Alternative Choices in Education (A.C.E.), Alma Public Schools, 11500 Pine Avenue, Alma, MI 48801

83. TITLE OF PROGRAM/PROJECT

Attendance Reward System

TARGET AUDIENCE

This program was designed for Junior/Senior High School students but could apply to K-12 students.

DESCRIPTION

1. One semester perfect attendance entitles the student to a free pass to all school events for the following semester. These will be issued by the office and signed by the principal.

2. A full year of perfect attendance exempts the student from final exams for that year.

3. At graduation, students will be presented with a certificate of perfect attendance for each year of perfect attendance.

CONTACT PERSON

Shirley D. Ball, Ph.D., Assistant Superintendent, Spring-Ford Area School District, 199 Bechtel Road, Collegeville, PA 19426.

84. TITLE OF PROGRAM/PROJECT

Assembly programs for adult education students - It has an effect on holding power.

TARGET AUDIENCE

High School Completion Students

DESCRIPTION

Seminars, workshops, and other programs are arranged for all the High School completion students on a frequent basis. These programs may include: Career awareness self-image building, graphoanalysis, values clarification, various career people and librarian presentations, rape control, and other interesting and informative presentations or demonstrations.

The student assemblies help inform students as well as break up long semesters of class work. It provides students a means of getting to know each other and helps students to further identify with the whole program. It makes the students feel an important part of a larger program. It helps them to feel better about themselves by giving more meaning to their presence in our program.

CONTACT PERSON

Ron Gutkowski, Academic Coordinator, Troy Adult and Community Education, 201 W. Square Lake Road, Troy, Michigan 48098

85. TITLE OF PROGRAM/PROJECT

Cabell County Dropout Prevention Program

TARGET AUDIENCE

Four private schools and Cabell County Public Schools with special emphasis on Huntington High School which has largest dropout rate.

DESCRIPTION

A program of early identification of students with traits that point to educational problems in the future that might tend to culminate in dropping out of school.

After early identification a concerte effort is being made to utilize all existing services within the school system to head off a possible dropout situation.

One outstanding feature of the programs is seeking advise of parents and community leaders through surveys and meeting to assist in the policy making decisions concerning those policies that apply directly to the student.

A new feature is the establishment of a re-entry program to overcome the stigmatism of having been a dropout. The returning student or possible dropout will be assigned to a special tutor-counselor to assist in adjusting to problems and to also assist the teacher in understanding how to cope with the potential dropout.

Another interesting feature is the introduction of a grant system to Junior High schools to encourage them to develop their own inter-faculty dropout prevention program.

Along this line we also have a program of encouraging principals and teachers to develop high interest learning situations, especially in the Junior High schools.

CONTACT PERSON

Dewey J. Parr, Coordinator, Chapter 2 ECIA Dropout Prevention Program, 620 20th Street, P.O. Box 446, Huntington, West VA 25709

86. TITLE OF PROGRAM/PROJECT

"Communication Makes A Difference"

TARGET AUDIENCE

Ninth grade students with attendance problems.

DESCRIPTION

This program is a response to the need for more careful monitoring of student attendance at the ninth grade level. Experience has demon-

strated that high school attendance patterns tend to be established early in the ninth grade. Students who develop good attendance patterns are more likely to be successful throughout high school.

This program was developed on the assumption that student attendance will improve in high school as a result of increased involvement and communication between the parents, the students and the school.

In an attempt to improve attendance at Berkley High School, we have instituted the following program:

Step 1 - Early identification of students who exhibited severe attendance difficulties in the eighth grade is made by the middle school administration prior to the end of the school year.

Step 2 - In August, prior to the students entering ninth grade, a letter is sent to parents of each student identified as a non-attender at the eighth grade level, inviting them to a special meeting. A small group, comprised of no more than three students, their parents, an assistant high school principal, and a counselor will meet. This orientation meeting will be primarily introductory and informational. A personal introduction to high school personnel will take place and the following areas will be reviewed:

- The high school's attendance and procedures.

- The high school's expectations of students.

- The rights and responsibilities of students at Berkley High School.

- A commitment from the parents and students to continue to meet on a regular basis in this small group several times during the year.

Step 3 - The high school counselor monitors the student's attendance on a bi-weekly basis and communicates this information to the student and his parents.

Step 4 - Meetings of the small groups are held at least twice during the first semester and once during the second semester for the purpose of reviewing the student's attendance and discussing school programs which might be beneficial to the student. Speakers are brought in to help orient students to various school activities.

It is felt that personalized communication between the student, the parents, and school personnel can make a difference in improved student attendance.

CONTACT PERSON

William F. Cayen, Ph.D., Berkley High School, 2325 Catalpa, Berkley, MI 48072.

87. TITLE OF PROGRAM/PROJECT

Truancy Patrol Team (TPT)

TARGET AUDIENCE

Compulsory School Age Children

DESCRIPTION

The Truancy Patrol Team Program is a cooperative effort between the Bureau of Attendance and the Police Department designed to apprehend truants on a daily basis and return them to school.

Truancy Patrol Team sites have been established in four boroughs, each staffed by an attendance teacher and a school aide. Several police officers are assigned to each catchment area by the Police Department.

The police patrol a designated area surrounding each site during school hours, apprehending truant students. The students are then returned to their schools directly or are brought to the TPT site. In either case, a Youth Referral form is completed by the police for each student apprehended. The site attendance teacher processes the student by completing a form and informing the parent or guardian of the truancy. Students escorted directly to the TPT site will be sent to school by the attendance teacher.

In special cases, e.g., special education student, siblings, recidivist, a form is completed and the high school district attendance officer or the chief attendance officer initiates an investigation of the case including a home visit.

Where there are special circumstances causing the truancy, the principal of the school attended by the student is notified via special letter.

All students escorted to the site are interviewed by the attendance teacher. A form is filed as a record of referral and follow-up. A consecutive register is maintained for each site. Daily source reports and daily recidivist report are submitted to the chief attendance officer. For optimum uniformity and enhancement of the effectiveness of the program, specific procedures have been devised which address a variety of circumstances.

CONTACT PERSON

Clarence W. Purvis, Chief Attendance Officer, Bureau of Attendance, New York Board of Education, 475 State Street, Brooklyn, New York 11217.

88. TITLE OF PROGRAM/PROJECT

Automated Security Attendance Procedure Improves Attendance.

TARGET AUDIENCE

Secondary

DESCRIPTION

A new security/attendance procedure is now in use at three New York City high schools; Park West, Martin Luther King, Jr., and LaGuardia. The system was designed by Jeffrey Zerowin, Assistant Principal Administration of Park West High School.

The system provides a school with the ability to control access to the building by having each student "clock-in" to school using a plastic ID card which is inserted into a time and attendance terminal.

The terminal reads the ID card and verifies its validity for entry to the school. If the card is valid the terminal records the real time of arrival for each student entering the school. If the card is not valid, the terminal activates an alarm and displays error messages to assist the staff in dealing with the student. Messages displayed include the following:

A. Student not on file (intruder including former students).
B. School number mismatch (student belongs at a different school).
C. Badge level mismatch (student is trying to use a lost or stolen badge).
D. Student already clocked-in earlier, including original time of arrival.
E. Student status inactive. Allows the staff to stop current students with specific feedback messages displayed:
    1. Student is suspended.
    2. Long-term absentee.
    3. Wanted by guidance.
    4. Wanted by the dean.
    5. Wanted by the administration.
    6. Immunization required.

The use of this system provides for the collection of real time attendance and lateness at the door, and allows the school to eliminate, if desired, the daily homeroom period. Many schools experience a loss of between one and three per cent in their attendance percentage due to students who do not report for homeroom daily. These students tend to become selective cutters; i.e., they are not reported as cutting the classes they do not attend because their names do not appear on the absence list.

The computer clock-in procedure at Park West High School has resulted in a two to three per cent attendance increase this semester. The computer generates reports while data collection is in progress as follows:

A. List by homeroom in alphabetical order of all students absent from school. (Report is available as early in the morning as

desired).

B. List of each homeroom including all students in the section, ID numbers, real time of arrival, remarks (absent, late, long-term absentee, suspended), student status, total register, total absence, total lateness, and total present for the day.
C. List by homeroom, in alphabetical order, of all students late to school.
D. A master alphabetical list of all students.
E. A list of students who leave early and the time they clocked-out.

Furthermore, the computer prepares a file of phone numbers of students absent or late a specified number of times, and sends the numbers automatically to the telsol (phone calling) machine for parent notification.

Finally, the computer prepares a file of absentees and latenesses to be electronically sent if desired through a modem to any central attendance bureau at the board of education offices.

The student response to the new system has been extraordinary. They feel that the school has given them more responsibility and they have shown an increased maturity in their support for the system. The improved school tone reflects their new maturity.

The staff maintains their roll books using the daily print-outs and the accuracy of records and information has been greatly increased due to their support.

CONTACT PERSON

Jeffery Zerowin, Assistant Principal Administrator, Park West High School, 525 West 50th Street, New York, New York, 10019

89. TITLE OF PROGRAM/PROJECT

Operation Stay In School

TARGET AUDIENCE

K-12

DESCRIPTION

To achieve the district's objectives of increasing student achievement, improving attendance and reducing unexcused absences in the elementary schools to 1.2% and to 4.0% in the junior and senior high schools, a two-pronged approach is being implemented.

First, each school principal is implementing the most effective attendance reporting, record-keeping and accounting procedures on a daily basis. Secondly, a variety of attendance improvement programs have been developed and implemented to support site attendance procedures and to meet the needs of students with attendance problems. Parent in-

volvement and the support of our community agencies and organizations are vital to the success of both these approaches.

The purpose of this booklet is to provide an overview of these procedures and programs.

CONTACT PERSON

Oakland Unified School District, Division of Educational Services, Department of Student Services, 1025 Second Ave., Portable 15, Oakland, California 94606

90. **TITLE OF PROGRAM/PROJECT**

K-12 Guidance Plan

TARGET AUDIENCE K-12

DESCRIPTION

In 1983, the Ohio Department of Education established minimum standards for developing a K-12 written guidance plan to be implemented by the 1984-85 school year. A Guidance Advisory Committee was selected to assist in developing the written guidance plan, which is actually a course of study. This committee began meeting the last of January and very faithfully continued to meet until the plan was completed, many times working three hours an evening without a break.

The plan was developed to be a service to all children within the Springfield City School System and included the nine dimensions of Guidance as outlined by the State Department, with special stress on the counseling dimension-both individual and small group counseling. Guidance services involving the teacher, with assistance from the counselor, were also vital in the development of the "plan."

Activities in the written guidance plan are many and varied, but special significance is placed on developing personal awareness; developing effective relationships; resolving conflicts; expressing oneself appropriately; the responsible use of drugs, alcohol, and tobacco; decision-making skills; study skills; sexual and racial stereotyping; sexual abuse; and career awareness. However, the main emphasis throughout the plan is the counselor working with the student and listening to the student.

The committee also considered the development of a Counselor's Job Description and a new Counselor's Apprasial Form as important in order to reflect the components of and be consistent with the guidance plan. These two documents were written and are included with the K-12 Written Guidance Plan.

CONTACT PERSON

Director of Guidance, Springfield City Schools, 49 E. College, Springfield, Ohio 45504.

91. TITLE OF PROGRAM/PROJECT

Dropout Re-Entry Project

TARGET AUDIENCE

Former Dropouts

DESCRIPTION

A pilot research project was conducted at two high schools in the Jefferson County Public Schools, Louisville, Kentucky, during the second semester, 1982-83. Project objectives were to maintain continued enrollment and academic success in three or more courses for forty former dropouts who re-entered high school.

Two models using individualized support services were implemented by four counselor volunteers at DuPont Manual High School and two teacher volunteers at Southern High School. Support services included counseling, tutoring, monitoring attendance and achievement, and referral to district and community services for twenty former dropouts who re-entered each school.

Data indicate that both models were comparably effective. Thirty-five students (88%) remain enrolled at the end of the semester, and twenty-nine students (73%) passed three or more courses. Students who met the project objectives were enrolled in an average of five courses and achieved a grade point average corresponding to a C-. Principals, staff, and students indicated a high level of satisfaction with the project.

CONTACT PERSON

Dr. Shelley R. Cohen, Research Department, Jefferson County Public Schools, 4409 Preston Highway, Louisville, Kentucky 40213.

92. TITLE OF PROGRAM/PROJECT

Alternative Schools

TARGET AUDIENCE

Secondary students having little success. All are potential dropouts.

DESCRIPTION

The Alternative School, a unit of the P-12 program, is located in a wing or an older school building. Four teachers and one counselor work with a maximum of sixty students. Social worker and psychologist support is available. School hours are reduced and curriculum is unique, emphasizing values, behavior, and academic basis.

The goal of the school is to allow students to mature behaviorally and gain academic success and personal confidence in order to return to the regular secondary school programming. However, graduation from the Alternative School is possible when district graduation requirements are met.

One-half credit (no grades given) is earned by working nineth hours in a subject and doing minimum requirements.

CONTACT PERSON

Glenn Simmons, Principal, Alternative School, 4824 Lois, Dearborn, Michigan 48126

93. TITLE OF PROGRAM/PROJECT

Project Opportunity

TARGET AUDIENCE

Young students, 18 or over, who need help in personal skills, career exploration and basic readiness training for the working world.

DESCRIPTION

Students develop self confidence and positive attitude plus the interview techniques and emphasis on personal appearance needed for job interviews.

Students learn to combine background skills and interests with appropriate career possibilities.

Students learn to prepare resume and application forms and to utilize all resources and strategies for a job search.

Specific information on career choices is available using the MOIS (Michigan Occupational Information System).

CONTACT PERSON

C.Roger White, Executive Director-Secondary Education, 2720 Riverside Drive, Port Huron, Michigan 48060

94. TITLE OF PROGRAM/PROJECT

Winthrop Alternative School

TARGET AUDIENCE

Emotionally Disturbed/Behaviorally Handicapped Accept Male and Female Students in Grades 7-12 (limit of 10 students).

DESCRIPTION

Purpose: Academic, social, and behavioral remediation via small group Therapeutic environment with low student/teacher ratio.

Goal: To return students to their sending school with the ability to succeed in the traditional school setting.

Means: Students are evaluated on a daily basis which includes academic and behavioral measurement. Academic courses are highly individualized and follow sending school requirements to graduate (e.g. U.S. History, Science, etc.). Students receive transferable credits. Formal and informal individual counseling, and group counseling are an integral part of the program. Family involvement is highly-stressed. Students are reintegrated into the traditional school setting via trial courses at Winthrop High School. Success as measured by daily averages and completion of trial courses signifies readiness to reenter the sending school. The program is considered an environment where students can learn and practice the skills necessary to succeed in many life situations.

CONTACT PERSON

Kathryn F. Markochick, Office for Exceptional Children, Winthrop Grade School, Winthrop, Maine 04364

95. TITLE OF PROGRAM/PROJECT

Port Huron Alternate Learning Center

TARGET AUDIENCE

Intermediate and high school students who have been unable to succeed in the regular school program. (under 18 years old)

DESCRIPTION

1) Students are referred by principal or his designee to Student Services Department with reason for referral and documentation. A review is made involving parents or guardian and community personnel and concerned staff.
2) An appointment is then made for paren' and student at the school for testing and explanation of the requirements of the program for the parent, particularly in regards to attendance.
3) Instruction is based on a basic curriculum with remedial work provided in an individualized setting. Electives are provided including skill center and work experience. The goal is to improve basic skills in a success oriented atmosphere. Students may enter at any time but recommendation for a return to regular day school classes is made only at the end of a semester. All teachers, counselors, out-reach staff are included in the decision for a return to regular classes.

4) Credits are given for 70 hours of work and are recorded on the report card as coming from the Alternative Program. Earned hours can be transferred from the sending school for credit completion when required.
5) Approximately 160 to 180 students are currently in the program which has grown each year of it's six years of implementation.

CONTACT PERSON

C. Roger White, Executive Director-Secondary Education, 2720 Riverside Drive, Port Huron, Michigan 48060

96. TITLE OF PROGRAM/PROJECT

TLC (Teens Learning to Care): School-Age Parent Program

TARGET AUDIENCE

This is an alternative high school completion program serving the needs of young parents and expectant parents and their children.

DESCRIPTION

High School-age students who have children or are pregnant may enroll in TLC. Classes meet Monday through Thursday which allows students to earn up to 2 1/2 credits per semester. Traditional academic classes are supplemented by instruction on pregnancy, child development, parenting, consumer skills, decision-making, and career planning. Group and individual counseling is given by the Adult Education counselor and a social worker from Family & Children's Services. Oakland County Public Health nurses meet with students each week for health instruction and medical evaluations.

Child Care is provided in the nursery and toddler center (State licensed). Families and young fathers may participate in the counseling and support group to assist them in working through problems. TLC provides a supportive atmosphere for the young parent and child.

CONTACT PERSON

Karen Eckert, Program Coordinator, Oxford Community Education, 105 Pontiac Street, Oxford, MI 48051 (313) 628-9920

97. TITLE OF PROGRAM/PROJECT

In-House Suspension

TARGET AUDIENCE

Grades 9 - 12

DESCRIPTION

In-House Suspension is one alternative to out of school suspension and expulsion. It is not intended to become the only alternative. It will be chosen as an alternative by the Vice-Principal or Principal as the disciplinary officer of the school.

The type of offense which may be considered for In-House Suspension usually falls in one of the following categories:

1. Attendance violations.
2. Law Violations--alcohol, drugs, tobacco, weapons, property damage.
3. Fighting.
4. Discretionary offenses - disrespect, misconduct, disruptions, insubordination.

The objective of the In-House Suspension program is to isolate suspended students from the general student population with a teacher who provides assistance to them in completing assignments provided by the regular classroom teachers. The program will also provide counseling services (either directly or through referrals) directed at improving the problems underlying the student's behavior.

Procedures

1. Referral by teacher to disciplinary officer (Vice-Principal).
2. Disciplinary officer conferences with the student. May include parent contact.
3. Report to In-House Suspension.
   a) Student must have regular classroom assignments.
   b) Initial conference with In-House Suspension teacher.
      1. discuss reason for assignment to program--length of stay
      2. try to identify problem as the student sees it and discuss alternatives for changing behavior
      3. discuss class routine
      4. discuss class rules
      5. discuss consequences for non-compliance with rules

General Class Routine

The student is assigned to In-House Suspension for the entire school day. He/she will not be allowed to leave the room. The facilities being considered for the program have a restroom available. During the day, the student will be expected to remain quiet and complete regular class assignments. Time will be provided for a lunch break in the room, discussion of pertinent problems that arise, and conferences with the In-House Suspension teacher.

While serving In-House Suspension, the student will not be allowed to participate in any special programs or assemblies, or to participate in any extra-curricular activities.

Record Keeping

Records will be kept on each student assigned to In-House Suspension. These will help in determining number of suspensions, type of suspensions, and the repeated offenders. These will be used in reviewing and evaluating the program.

CONTACT PERSON

Karen Hines, Assistant Principal, Ketchikan High School, 2610 4th Avenue, Ketchikan, Alaska 99901

98. TITLE OF PROGRAM/PROJECT

Unexcused Class Cutting - Less Than 1% Now

TARGET AUDIENCE

Secondary School Students - Grades 9-12

DESCRIPTION

Students are required to attend each class period for which they are scheduled. Only absences from class due to illness, early dismissals, conferences, approved meetings, co-curricular activities, etc., are permitted. The following procedures are to be followed by all staff members in regards to the student absences from class:

1. An envelope with color coded cut slips will be placed in the teacher's mailbox each morning prior to the start of school. Color codes will determine the grade of the student:
   - Pink - 9th Grade
   - Yellow - 10th Grade
   - White - 11th Grade
   - Green - 12th Grade

Attendance is to be taken each period and the name of any student who is determined to be unexcused (not on absentee sheet, not on field trip, not in the Nurse's office, not having a guidance appointment, etc.) should be placed on the cut slip with all pertinent information. ALL ENVELOPES WITH CUT SLIPS MUST BE TURNED IN TO THE MAIN OFFICE BY 3:00 P.M. OF EACH DAY BY EVERY TEACHER.

The color coded slips will then be forwarded to the appropriate assistant principal each day. The assistant principal will follow-up with appropriate student discipline action.

Notification of disciplinary action will be forwarded to the teacher and guidance counselor. The guidance counselor and teacher will be encouraged to be involved in follow-up parent conference.

2. If a student must miss classs for a conference or an appointment, the teacher should be aware of this prior to class. Students should have notes for absences from school, conferences, appointments, etc. At the teacher's discretion, an after

school conference may be scheduled to counsel the student and/or assign subject material.

3. Discipline is assigned as follows:
   a. One after-school detention per cut.
   b. The second incident of cutting will include a detention plus a telephone call to the parent.
   c. The third incident; out-of-school suspension with a parent conference held at school.

The Administration reserves the right to modify the above discipline procedures if there are any mitigrating circulstances.

CONTACT PERCON

Mr. Henry S. Hastings, Assistant Principal, Wissahickon Senior High School, Houston & Dager Roads, Ambler, PA 19002

99. TITLE OF PROGRAM/PROJECT

Recognition of Student Achievement and Positive Behavior through Financial Incentives

TARGET AUDIENCE

Junior High Students - Grades 7, 8, 9

DESCRIPTION

Recognition of student achievement and positive behavior is vital if students are to continue to desire to achieve and interact responsibly with others. Clarkston Jr. High School has taken steps to recognize and award students who do behave appropriately and achieve academically. These steps are intended to encourage students to continue their growth in these areas.

ATTENDANCE: A student cannot miss one day in order to be eligible to receive a ticket for that marking period. If they don't miss any days all year, then they will receive four tickets (one for each marking period).
GRADES: A student must only receive A's and B's. If the grades drop lower than that, they lose their chance for a ticket for as many marking periods that have grades of C or lower. The maximum number of tickets that can be earned by each student is four.
STUDENT OF THE WEEK: Any student recommended by their teachers for "Student of the Week" will receive a ticket. Just the recommendation allows them to gain a ticket with no limit on the number of tickets they could receive over the course of the year.
BEHAVIOR: A student who has received no referrals will get a ticket for the lottery. Once they receive a referral, that makes them ineligible for that particular marking period only.
CITZENSHIP: A student who receives either ones or twos in this area will receive a ticket. There are a total of five levels and the ones and twos are the highest. The procedure for this incentive program consists of issuing a lottery ticket in the name of each student for

each of the above mentioned criteria he/she has met. This procedure will be completed for each of the four marking periods giving all students the opportunity to earn four lottery tickets for each category. The tickets are stored until the end of the school year at which time the tickets from each of the four marking periods are combined for the lottery drawing. For each category $50.00 cash prizes are given to two students whose lottery tickets are drawn. A total of $500 is given away at the End of the Year Drawing.

The Clarkston Junior High School Student Council helped to develop the criteria and made available the $500 for prizes.

CONTACT PERSON

Duane Lewis, Principal, Clarkston Junior High School, 6300 Church Street, Clarkston, Michigan 48016, (313) 625-5361

100. **TITLE OF PROGRAM/PROJECT**

The Whole Student Pocket Catalog - A "Self-Help" "Survival Guide" For High School Students (copyright, 1982), Michigan-Detroit Renaissance Resources

TARGET AUDIENCE

The "Self-Help" "Survival Guide" is very helpful for any youth in the age range of 13 thru 21 (whether in-school or out of school)

DESCRIPTION

The Whole Student Pocket Catalog - is a compact, 50 page book that fits neatly into a back pocket. The cover of the Catalog is an attractive blue and white, and looks like the pocket of a designer blue jean. Although most of the information is most relevant to students anywhere in the U.S., the current Metro Detroit Edition is especially helpful to any student in the seven counties of Southeast Michigan. CONTENTS OF THE BOOK include:

Where to go for help for personal problems
Important toll-free numbers
Free confidential information by phone thru TEL-MED & TEL-LAW
How to achieve success (a plan for achieving success)
Promising career areas-how to check out job prospects in any career area
Tips on financial help for education
How much will you earn in a life time
Recommended reading lists
All about Social Security, Health Insurance, Life Insurance
Personal budgeting worksheet
Tips on dieting
Your rights as a citizen
Getting around without a car
Leisure time recreational resources
PLUS MUCH, MUCH MORE!

Note: The WHOLE STUDENT POCKET CATALOG is intended to provide students with access (an "entry Point") to a broad range of practical information that they need to help them make important choices about their present and their future. It puts into one manageable volume the kind of very practical, hands-on information that students rarely have access to. It serves as an excellent motivational tool to assist/direct the low achiever, also the drop-out, but in a way that is not overwhelming. Catalog is excellent as a teaching aid, even classroom textbook.

CONTACT PERSON

Richard G. Thibodeau, M.S.W. - Author, c/o Michigan-Detroit Renaissance Resources, P.O. Box 72, Drayton Plains, Michigan 48020

101. TITLE OF PROGRAM/PROJECT

"Springboard" Ann Arbor Public Schools

TARGET AUDIENCE

Academically and/or Socially "At Risk" Students Entering High School

DESCRIPTION

1. Junior high teachers/counselors refer students who have academic or social problems.
2. Students assigned to "Springboard" receive early and intensive counseling and scheduling help (lasts throughout first year of high school).
3. Special orientation class is scheduled.
4. Special care in the assignment of teachers and counselors.
5. Frequent progress checks.
6. Remedial classes where appropriate.

CONTACT PERSON

Ronald Tesch, Principal, Huron High School, 2727 Fuller Road, Ann Arbor, Michigan 48104

102. TITLE OF PROGRAM/PROJECT

Positive Alternatives to Student Suspension (PASS)

TARGET AUDIENCE

High School Students

DESCRIPTION

Major activities of the PASS program include individual and group consultation that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers,

time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, indivudual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents.

"Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other.

"A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

CONTACT PERSON

John C. Kackley, Supervisor/Consultant, or Ralph E. Bailey, Ph.D., Director, Project PASS; Pupil Personnel Services Demonstration Project, Euclid Student Services, 1015 10th Avenue North, St. Petersburg, FL 33705 (813) 823-6696

103. TITLE OF PROGRAM/PROJECT

Positive Approach to Good Attendance Through Grading

TARGET AUDIENCE

This program is so designed to encourage every student and their parents with the importance of attending school regularly. Give school top priority and help grades.

DESCRIPTION

Roll is taken daily first hour by the central office and recorded. All students absent are contacted by 9:15 if school has not been notified by a parent. Roll is taken also each period by the teacher and recorded in the grade book or daily log book. The central office attendance record and each of the seven periods may differ as much as five days during a nine week grading period. Students arriving late - leaving early, etc., will make this difference.

Grades are figured for each student in each class at the end of the nine weeks. The grading curve is established and each student has a grade based on academic achievement.

Each teacher then looks in his/her grade book or daily log and checks attendance. The following scale is used on attendance.
Perfect attendance is their class - 10% bonus
One day absent in their class - 9% bonus
Two days absent in their class - 8% bonus
Three days absent in their class - 7% bonus
Four days absent in their class - 6% bonus
Five days absent in class - 5% bonus
Six days absent in class - 4% bonus
Seven days absent in class - 3% bonus

Eight days absent in class - 2% bonus
Nine days absent in class - 1% bonus

Now the teacher takes these bonus points and adds them to each student's academic points and his/her grade can improve - depending on how many bonus points are added to the individual student.

Caution: to assure no grade is lowered - don't add attendance bonus points to academic points until after the grade scale has been established.

A student is not counted absent if--they are involved in another school activity that has been arranged by the school.

This system can help a student raise a grade from a C+ for example, to a B- and possible a B, depending on the number of attendance bonus points. I like the system especially for a lower ability student who is in attendance almost daily but really is struggling. This gives them some reward for attending regularly and in many cases permits them to pass the course.

CONTACT PERSON

Mr. Robert D. Blasi, Senior High Principal, East 4th Street, Glenwood, Iowa 51534 (712) 527-4897

104. TITLE OF PROGRAM/PROJECT

Project ET

TARGET AUDIENCE

Students in grades 7-9 who have been identified as potential dropouts. Tutoring Service: Students, grades 1-12 who are referred for additional help.

DESCRIPTION

Russell County's dropout prevention program, Project ET, offers two major components: work experience and tutoring. The work experience component affords seventh through ninth grade potential dropouts an opportunity to receive hands-on work experience at school based worksites under the supervision of good role models. Coupled with the work experience, the target group is exposed to the world of work through field trips to local businesses, industry, and vocational school. The students also receive counseling and tutoring both individually and in groups. The second component of Project ET is an after-school tutoring service available to students K-12 with priority given to potential dropouts.

CONTACT PERSON

Linda S. Phelps, Russell County Board of Education, P.O. Box 260, Jamestown, Kentucky 42629

105. TITLE OF PROGRAM/PROJECT

CYERA House (pronounced "Sierra") Stands for Children and Youth Equal Rights Advocate

TARGET AUDIENCE

Youths of all nationalities, girls and boys, in the 12 to 17 age bracket.

DESCRIPTION

CYERA House is intended to provide a place for youth to have an opportunity to "get themselves together." It will be a safe environment for them to rethink their situation and, with counseling help, learn to appropriately deal with it while relieving them of the immediate pressures of "where to sleep and what to eat." More specifically, CYERA House plans to provide:

1. emergency shelter care for a maximum of 15 days, with parental consent; maximum capacity: six youths
2. individual and group counseling with a professional counselor
3. referrals to other support services as deemed helpful
4. and 24 hour suspervision per day by professional counselors and youth-care workers

Referrals are made by:

1. the courts
2. protective services
3. school districts
4. on their own

CONTACT PERSON

Mrs. Gloria Hardiman, Chairman, Board of Directors - CYERA House, 86 Parkhurst, Pontiac, MI 48058.

106. TITLE OF PROGRAM/PROJECT

Assembly programs for adult education students - It has an effect on holding power.

TARGET AUDIENCE

High School Completion Students

DESCRIPTION

Seminars, workshops, and other programs are arranged for all the high school completion students on a frequent basis. These programs may include: Career awareness self-image building, graphoanalysis, values clarification, various career people and librarian presentations, rape control, and other interesting and informative presentations or demonstrations.

The student assemblies help inform students as well as break up long semesters of class work. It provides students a means of getting to know each other and helps students to further identify with the whole program. It makes the students feel an important part of a larger program. It helps them to feel better about themselves by giving more meaning to their presence in our program.

CONTACT PERSON

Ron Gutkowski, Academic Coordinator, Troy Adult and Community Education, 201 W. Square Lake Road, Troy, MI 48098.

APPENDIX

ADOPTION OF COMPULSORY EDUCATION LAWS IN THE UNITED STATES

STATE	DATE OF LEGISLATION	STATE	DATE OF LEGISLATION
Alabama	1915	Montana	1883
Alaska	1929	Nebraska	1887
Arizona	1899	Nevada	1873
Arkansas	1909	New Hampshire	1871
California	1874	New Jersey	1875
Colorado	1889	New Mexico	1891
Connecticut	1872	New York	1874
Delaware	1907	North Carolina	1907
District of Columbia	1864	North Dakota	1883
Florida	1915	Ohio	1877
Georgia	1916	Oklahoma	1907
Hawaii	1896	Oregon	1889
Idaho	1887	Pennsylvania	1895
Illinois	1883	Rhode Island	1883
Indiana	1897	South Carolina	1915
Iowa	1902	South Dakota	1883
Kansas	1874	Tennessee	1905
Kentucky	1896	Texas	1873
Louisiana	1910	Utah	1890
Maine	1875	Vermont	1867
Maryland	1902	Virginia	1908
Massachusetts	1852	Washington	1871
Michigan	1871	West Virginia	1897
Minnesota	1885	Wisconsin	1879
Mississippi	1918	Wyoming	1876
Missouri	1905		

Source: Henry T. Lotz, Ed.D., Attendance Teaching, New York: Heathlo Educational Publication, p. 17-18

AVERAGE DAILY SCHOOL ATTENDANCE, 1981-1982

AS PERCENT OF AVERAGE DAILY MEMBERSHIP

1	NEW HAMPSHIRE	98.94	27	RHODE ISLAND	93.75
2	CALIFORNIA	98.57	28	WASHINGTON	93.75
3	COLORADO	97.84	29	WISCONSIN	93.65
4	IOWA	96.69		UNITED STATES	93.55
5	NORTH DAKOTA	96.40	30	MAINE	93.48
6	SOUTH DAKOTA	95.66	31	OREGON	93.36
7	NEBRASKA	95.23	32	ILLINOIS	93.32
8	MISSISSIPPI	95.18	33	VIRGINIA	93.30
9	ARIZONA	95.06	34	KENTUCKY	93.30
10	ARKANSAS	95.00	35	ALASKA	93.19
11	NEW MEXICO	95.00	36	OHIO	92.78
12	ALABAMA	94.99	37	HAWAII	92.66
13	UTAH	94.85	38	PENNSYLVANIA	92.13
14	INDIANA	94.63	39	LOUISIANA	92.07
15	GEORGIA	94.48	40	FLORIDA	92.00
16	KANSAS	94.39	41	CONNECTICUT	91.87
17	MONTANA	94.38	42	DELAWARE	91.72
18	OKLAHOMA	94.28	43	MARYLAND	91.71
19	MINNESOTA	94.20	44	NEW JERSEY	90.77
20	SOUTH CAROLINA	94.08	45	NEW YORK	90.30
21	VERMONT	94.00	46	DISTRICT OF COLUMBIA	86.53
22	TEXAS	93.94	47	MASSACHUSETTS	83.14
23	NORTH CAROLINA	93.90	48	IDAHO	N/A
24	TENNESSEE	93.83	49	MICHIGAN	N/A
25	NEVADA	93.79	50	MISSOURI	N/A
26	WYOMING	93.78	51	WEST VIRGINIA	N/A

DROPOUT STATISTICAL DATA
BY
RACE/ETHNICITY, SOCIOECONOMIC STATUS, COMMUNITY TYPE GEOGRAPHIC AREA, AND HIGH SCHOOL PROGRAM

Approximately 14 percent of sophomores in U.S. high schools in 1980 dropped out during or after their sophomore year and before completing graduation requirement according to new data drawn from the National Center for Education Statistics' study, "High School and Beyond." The statistics were drawn from a base-year survey of 30,000 sophomores and 28,000 seniors in a national, representative sample of 1,015 schools. By the spring of 1982, data from a subsample of students re-survey indicate, over 27 percent of the dropouts were unemployed or dissatisfied with the work and searching for other jobs. Most of those in full-or part-time positions held jobs requiring low skills, such as factory and other manual labor. And most dropouts, according to the report, said they regretted their decision to leave school early.

The survey also found that male sophomores were more likely than female sophomores to drop out (15 percent versus 13 percent), and that American Indians and Alaskan Natives had the highest dropout rate of any racial/ethnic group--over 29 percent. Hispanics and blacks followed with 18 percent and 17 percent, blacks followed with 18 percent and 17 percent, respectively; the dropout rate for whites was 12 percent and only 3 percent of Asian Americans left school prematurely.

CHARACTERISTICS	MALES	FEMALES	TOTAL
All Students	14.7%	12.6%	13.6%
RACE/ETHNICITY			
American Indian and Alaskan natives	27.2%	31.8%	29.2%
Hispanic	18.1%	18.0%	18.0%
Black	20.3%	14.1%	17.0%
White	13.0%	11.5%	12.2%
Asian-American	3.5%	2.7%	3.1%
SOCIOECONOMIC STATUS			
High	7.0%	3.2%	5.2%
Middle	9.6%	8.3%	9.0%
Low	17.8%	17.1%	17.4%
Unknown	32.3%	30.9%	31.6%
COMMUNITY TYPE			
Urban	20.8%	17.0%	18.9%
Suburban	12.5%	11.0%	11.8%
Rural	13.6%	12.0%	12.8%
GEOGRAPHIC AREA			
Northeast	13.4%	9.0%	11.3%
North Central	12.2%	11.7%	12.0%
South	16.4%	14.0%	15.2%
West	17.0%	16.3%	16.6%
HIGH SCHOOL PROGRAM			
Academic	4.5%	3.6%	4.0%
General	12.7%	13.0%	12.9%
Vocational-technical	16.9%	13.2%	15.1%

Source: High School Dropouts: Descriptive Information from High School and Beyond National Center for Education Statistics. 1983.

PROMISING IDEAS FOR REDUCING THE RATES OF STUDENT ABSENTEEISM, DROPOUT, SCHOOL DISCIPLINE PROBLEMS

1986 ISSUE

Please complete the form on page 88 if you would like to have your program(s) included in the 1986 publication entitled: Promising Ideas for Reducing the Rates of Student Absenteeism or Dropouts, or School Discipline Problems.

Those submitting a program will receive a free copy of the publication. We would appreciate program descriptions of less than 500 words.

A sample completed form has been placed on page 89 for your review.

Please return form, typewritten, as soon as possible, no later than October 1, 1986, to:

Terry Thomas, Director
Pupil Personnel Services
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

PROGRAM INFORMATION FORM

Please complete the form below if you wish to have your program included in the publication to be entitled: PROMISING IDEAS FOR REDUCING THE RATES OF STUDENT ABSENTEEISM, DROPOUT, SCHOOL DISCIPLINE PROBLEMS

TITLE OF PROGRAM/PROJECT

TARGET AUDIENCE

DESCRIPTION

CONTACT PERSON

(Use back if necessary)

87

SAMPLE PROGRAM INFORMATION FORM

Please complete the form below if you wish to have your program included in the publication to be entitled: PROMISING IDEAS FOR REDUCING THE RATES OF STUDENT ABSENTEEISM, DROPOUT, SCHOOL DISCIPLINE PROBLEMS.

TITLE OF PROGRAM/PROJECT

STUDENT ANTI-SMOKING CLINIC - BETTER THAN SUSPENSION

TARGET AUDIENCE

This is a program designed primarily for the student who is in high school but could be adapted for students of any age who have the smoking habit.

DESCRIPTION

Students who violate the school non-smoking policy are given the choice of a three-DAY SUSPENSION or a three-PERIOD DETENTION after school to attend the ANTI-SMOKING CLINIC.

On day one, a diagnosis of the student's smoking habit and frequency of smoking behavior occurs. This is accomplished through a smoker's self-testing kit which contain questions to which the student responds.

Day two consists of discussion of student smoking habits and a review of the previous day's diagnosis. Students are also provided with literature from the American Cancer Society relative to the harmful effects of cigarette smoking. This is read and also discussed.

On day three, students view the film THE FEMININE MISTAKE, among others from the Oakland County Health Department. This is a vivid description of the physical harm caused by cigarette smoking.

Following day three, students who are interested in quitting their smoking habit are referred to other students who have already stopped smoking for peer-counseling.

Booster sessions in the anti-smoking clinic are also available.

CONTACT PERSON

Dr. Rebecca M. Rankin, Assistant Principal

Waterford-Kettering High School

2800 Bender Street

Drayton Plains, Michigan 48020

(Use back if necessary)